

George Mason University

College of Education and Human Development

EDUC 301 Educationally Diverse Populations: Handicapped, Gifted, Multicultural

3 Credits ~ Spring 2012 ~ Wednesdays ~ 7:20-10:00 p.m. ~ Robinson A 210

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Office Hours: By Appointment

Course Description:

This course is an introduction to educational issues; not applicable in graduate-level teacher education programs. It introduces students to the psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. It emphasizes litigation and legislation pertaining to education of diverse populations and requires school-based field experience during the semester. The class meets 3 hours per week.

Nature of Course Delivery:

A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, cooperative learning, media, Internet assignments, lecture, guest speakers, individual/group presentations and individual research.

George Mason University Policies and Resources for Students:

Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>]. \

Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment:

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Graduate School of Education

Additional information can be found at our website: www.gse.gmu

Readings and Materials: As assigned

Students are asked to turn off all cell phones before the start of class.

Course Outline/ Schedule

(Note: Reading reflections and assignments are due on the day they are cited.)

Jan. 25 Class 1	Introductions; Review Syllabus; Discuss experiences with educational diversity, and how Virginia schools are held accountable for educating diverse students ; NCLB *****
Feb. 1 Class 2	Special Education Due: School Report Card; Assigned Reading and Response *****
Feb. 8 Class 3	Learning Disabilities; IDEA Due: Assigned Reading and Response *****
Feb. 15 Class 4	Autism; Other Health Impairments; ADD/ADHD Due: Assigned Reading and Response *****
Feb. 22 Class 5	Eligibility and Acceptance of Special Education Due: Assigned Reading and Response *****
Feb 29 Class 6	Individual Education Plans and 504 Plans Due: Assigned Reading and Response *****
March 7 Class 7	Gifted Students Due: Assigned Reading and Response *****
March 14	Spring Break *****
March 21 Class 8	Economically Disadvantaged Due: Assigned Reading and Response *****
March 28 Class 9	Professional Learning Communities Due: Multicultural Research Due *****
April 4 Class 10	Underachievers: Black and Hispanic Students in American Schools Today Due: Assigned Reading and Response *****
April 11 Class 11	Response to Intervention; Multicultural Discussions Due: Teacher Interview Due *****

April 18 Multicultural Discussions
Class 12 Due: Assigned Reading and Response

April 25 Courageous Conversations
Class 13 Due: **Field Experience Journal Due**

May 2 SOLs and Accommodations
Class 14

No Final Exam

Course Assignments:

Class Participation: Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are present and engaged. In this regard, in class assignments/reflections will be used to engage your thinking on the day's topic. (150 points: 15 points for each of 10 class reflections and participation in class)

Assigned Reading and Response: Research and/or read the given assignment which will be given in class. Directions will be given each week as to the type of response that should be created. The assignment is due at the beginning of each class. (100 points = 10 responses at 10 points each)

Be a Teacher for 15 Minutes: You want to be a teacher...here's your chance! Create and present information to our class on a topic under **one** of the following headings: Furthering Our Knowledge; Court Case; or Learning about Other Cultures. Approval and signup required. (100 points: see values on information sheet posted under Assignments on Blackboard, or a paper copy during class.)

Multicultural Research: Read three current professional journal articles on multiculturalism and/or multicultural education be ready to discuss them in class. Make 3 note cards for each source with proper references; include 2 key concepts per article and one quote from each source worthy of class discussion. (100 points: 9 points for 9 cards, 3 for each source; 9 points for references, 3 points each source; 48 points for 2 key concepts per article, 8 points each; 18 points for quotes, 6 points each; 16 points for class discussion)

Teacher Interview: Interview a teacher to learn how this educator addresses the needs of exceptional children in the classroom. . Teacher interviewed should NOT be the same person you observed for the field observation, unless you observed more than one teacher. Design a list of at least five questions. Take notes or record the interview. Write a paper where you explain: (1) the grade level and demographics of the students with whom this teacher works, and the number of years this teacher has taught and scope of his/her experience; (2) the teacher's responses to the questions you prepared; (3) a discussion of how this teacher's responses connect to class discussions, your field observations and text information; and (4) a synthesis of what you think teachers must do in order to effectively address the needs of their exceptional students. (100 points = 10 points for grade, demographics of class, experience of teacher; 50 points for teacher's response to 5 questions; 30 points for connecting to class/readings including 3 quotes; 10 points for what you think teachers must do for exceptional students)

Field Experience Journal: Ten hours of field observation are required for this course. Document your activities and observations during your field experience. Write five REFLECTIVE journal entries. Include questions you have about what you observe, as well as comments regarding what you learn. Your reflections should draw on and incorporate appropriate class readings and/or discussions. (100 points = 25 points for 5 journal entries explaining what happened; 25 points for at least one question(s) regarding each entry; 25 points

for incorporating class readings and/or discussions per journal entry; 25 points for comments on what you learned in each entry)

Grading Scale

A=100-94; A- = 93-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-65

A	700 – 658	B	608 – 581	C	538 – 511
A-	657 – 630	B-	580 – 560	C-	510 – 490
B+	629 – 609	C+	559 – 539	D	489 – 455

Assignments

Class Participation (10 x 15 points each)
Reading Responses (10 x 15 points each)
Be a Teacher for 15 Minutes
Multicultural Research
Teacher Interview
Field Experience
Total

Point Values

150 points
150 points
100 points
100 points
100 points
100 points
700 points

Evaluation:

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded. All assignments are due at the beginning of class.

Revised 1/18/12