

GEORGE MASON UNIVERSITY
College of Education and Human Development

Course Title: Educationally Diverse Populations—Handicapped, Gifted and Multicultural
EDUC 301, Section 2
Spring 2013

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Office Hours: By appointment only

Course Day & Time: Wed., 7:20 - 10:00
Location: Robinson Hall A 208



COURSE DESCRIPTION

This course introduces the psychological, sociological, educational, and physical aspects of diverse populations in today's schools for elementary and secondary education. An emphasis will be on litigation and legislation pertaining to the education of diverse populations. School-based field experience required during the course.

COURSE OBJECTIVES

The learner will...

1. Deconstruct the impact historical, institutional, and cultural structures of public school education has on exceptional children, English language learners, students' socioeconomic status, and multicultural education;
2. Examine the broader educational and social context, which impacts the work of the public school teacher;
3. Discuss laws and major court cases related to exceptional children, English language learners, and diversity in schools;
4. Explore how social justice education can challenge current realities in schools and improve the education of diverse learners.

NATURE OF COURSE DELIVERY

The course is designed to encourage inquiry and dialogue. Students in this course will participate in individual and group activities structured around readings, discussions, and presentations. Active participation is an important element of this course. Students are expected to complete all

class readings prior to each session in order to engage in active listening, dialogue, questioning and sharing of ideas.

TEXTBOOKS, RESOURCES & SUPPLIES

Required Textbooks

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Sleeter, C.E. & Grant, C.A. (2009). *Making choices for multicultural education: Five approaches to race, class and gender* (6th ed). Hoboken, NJ: Wiley.

Recommended Reading

Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970)

Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

Igoa, C. (1995). *The inner world of the immigrant child*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation*. New York, NY: Broadway Paperbacks.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.

Neuman, S.B. & Celano, D.C. (2012). *Giving our children a fighting change: Poverty, literacy, and the development of information capital*. New York, NY: Teachers College.

Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.

Noguera, P.A. & Wing, J.Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.

Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.

- Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York, NY: Back Bay Books/Little Brown and Company.
- Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.
- Valdes, G. (1996) *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.

Recommended Internet Resources

- Classism <http://www.classism.org/>
- Critical Pedagogy <http://www.freireproject.org/>
- Ed Change <http://www.edchange.org/index.html>
- Frontline Dropout Nation <http://video.pbs.org/video/2283603203>
- Frontline Poor Kids <http://video.pbs.org/video/2306814133/>
- George Mason University Library Education InfoGuide <http://infoguides.gmu.edu/cat.php?cid=2136>
- Henry Giroux <http://www.henryagiroux.com/>
- Multicultural Education & Culturally Responsive Teaching <http://www.ithaca.edu/wise/multicultural/> (good articles/resources)
- Office of Special Education (U.S. Department of Education) <http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- Paulo Freire Project <http://www.freireproject.org/>
- Purdue Online Writing Lab APA <http://owl.english.purdue.edu/owl/resource/560/01/>
- Rethinking Racism- Colorblindness <http://www.wycc.org/>
- Sexual Orientation Links http://www.ithaca.edu/wise/sexual_orientation/
- U.S. Department of Education <http://idea.ed.gov/>
- Virginia Department of Education <http://www.doe.virginia.gov/>

Supplies

Computer with Internet access and a current GMU blackboard and email account

COURSE REQUIREMENTS

***Note: All assignments will be turned in electronically on blackboard unless directed otherwise.**

Class Participation

Dialogue and interaction are essential aspects of this course. If you are absent from class, or a passive participant, your colleagues will not benefit from your insights. Successful completion of this course requires your attendance to all class sessions. Please notify the professor if you must miss a class. If you miss a class, you are responsible for the materials and notes you missed. (40 points)

Field Experience

Students will be required to attend a total of **twelve hours** of field service with at least **two different teachers** at an accredited school in the area. In addition, **two hours of the twelve are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity.** In

order to begin the field placement process you must watch the field experience video <http://cehd.gmu.edu/teacher/fieldexperience/flash> and register online <http://cehd.gmu.edu/endorse/ferf> **no later than February 15th**. Ms. Lauren Clark, the Field Placement Specialist, can answer any questions or concerns you may have about your field placement.

Field Experience Journal

The journal will include fieldnotes and reflections on each field observation. The journal must be typed, double-spaced, and turned in on Blackboard. In order to give you helpful and timely feedback, please turn in your first field observation fieldnotes and reflection no later than March 20th.

When you attend your field observations consider the following questions (of course you are not limited by these questions):

- What was the lesson about?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?
- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?

In addition to the detailed fieldnotes, you will write a reflection on each visit. Reflect on some of the following:

- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

Be sure to have your field supervisors sign the Field Experience Documentation Form http://cehd.gmu.edu/teacher/fieldexperience/Field_Experience_Documentation_Form.pdf and digitally attach the form for each teacher you observe to your field experience journal or physically turn in the forms to me in class. (50 points)

Poster Presentation on Education Diversity

Choose a topic that interests you regarding educating students from diverse backgrounds. Research the topic using the following: required readings, recommend readings and resources, and recently published articles in peer-reviewed education journals on your topic. In the poster presentation you will need to: 1) describe the problem, 2) synthesize the information you learned, 3) describe how the readings influenced your way of thinking about students from diverse background, and 4) how it may influence your practice as a teacher. The poster presentation must be in APA format and include at least 5 references to class readings and other peer-reviewed articles. The poster presentation should be about 15 minutes with an additional 5 minutes for questions and answer session. During the presentation the presenter will have to also provide the audience with a one-page handout that is creative, informative, and concise about your research topic. Do not forget to also include references on the handout in APA format.

I divided this assignment into five manageable tasks. In addition, through out the course there will be opportunities to discuss your progress and attend to any questions about the poster presentation. The following are the list of tasks:

Task 1: Topic

In one brief paragraph explain what you plan to research. What are you interested in learning about? Why does this topic interest you? What do you hope to learn? Think of this task as the beginning of a conversation about your project. (5 points)

Task 2: Bibliography

Develop a bibliography list of 8 peer-reviewed articles (that we have not read in class) that you believe is relevant to your topic. The bibliography must be in APA format. (5 points)

Task 3: Annotated bibliography

Write an annotated bibliography of 5 peer-reviewed articles (that we have not read in class) you plan to use in your final poster presentation. The annotated bibliography must be in APA format. (5 points)

Task 4: Draft of poster

Bring to class a draft of your final poster presentation for peer review. (5 points)

Task 5: Final Poster Presentation due on one of the two last days of class. The presentation will be 15 minutes long with an additional 5 minutes for questions and answers. The presenter will also provide a handout to the audience that includes key information about the research topics. The handout should be about one-page long, creative, informative, and concise. (50 points)
Rubric on Blackboard

Three Online Reflections

We will be discussing some deep and thought provoking topics during the semester. I believe in giving a variety of opportunities and avenues for students to speak and be heard especially as we deconstruct and reconstruct these important topics. There will be three opportunities during the course of the semester that I will open the discussion board for everyone to reflect and respond to each other's reflections. These reflections are a means for you to connect, but also analyze the readings. There are no specific lengths or number of responses you need to have, because I expect quality rather than quantity. Therefore, reflections should be thoughtful, clear, and relevant to readings and discussions we've had in class. This is another opportunity for you to interact with the instructor and students. (5 points each)

Final Reflection

The final reflection is an opportunity for you to synthesize, analyze, and reflect on the course work, readings, and discussions. The reflection should be thoughtful and clear and incorporate readings, class and online discussions, and activities through out the semester that influenced your thinking. Explain specific ways you believe you've changed and how you will use what you've learned and experienced in the future as a teacher. (25 points)

EVALUATION

Assignment	Due Dates	Points
Class Participation	- - -	40
Field Experience Journal	First observation & reflection 03/06, Last observations & reflections 05/01	50
Three online reflections	02/20, 04/03, 04/17	15
Tasks 1 – 4	02/06, 02/27, 03/27, 04/24	20
Poster Presentation on Diversity in Education	05/01 or 05/08	50
Final Reflection	05/15	25
Total		200

Grading Scale

Letter Grade	Percentage	Points
A	100 - 94	200 - 187
A-	93 - 90	186 - 179
B+	89 - 87	178 - 173
B	86 - 83	172 - 165
B-	82 - 80	164 - 159
C+	79 - 77	158 - 153
C	76 - 73	152 - 145
C-	72 - 70	144 - 139
D	69 - 65	138 - 130

TENTATIVE COURSE SCHEDULE

<i>Unit 1: Race, ethnicity, and culture</i>		
1	January 23	<i>Topic:</i> Introductions and course overview What is the role of public education in a democracy?
2	January 30	<i>Topic:</i> The role of identity in education <i>Assignments due:</i> <ul style="list-style-type: none"> • Tatum (1997), “The Complexity of Identity: Who am I?” (Blackboard) • McIntosh (1989), “White privilege: Unpacking the invisible knapsack” (Blackboard) • Gorski (2012), “Complicating ‘white privilege’: Race, poverty, and the nature of the knapsack” (Blackboard) • Norguera & Wing (2006), “Integration across campus, segregation across classrooms: A close-up look at privilege” (Blackboard)
3	February 6	<i>Topics:</i> Library research skills Guest speaker: Anne Driscoll, College of Education Liaison Librarian **Meet in Fenwick Library Room A214 at 7:20 pm** How did we get here? An historical perspective of public school education

		<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Sleeter & Grant (2009), Ch. 1 • Takaki (2008) “Out of the war: Clamors of change” (Blackboard) • Gay (2004), “Beyond Brown: Promoting equality through multicultural education” (Blackboard) <p>Task 1</p>
4	February 13	<p><i>Topic:</i> Cont’ An historical perspective <i>Guest Speaker:</i> Linda Mann</p> <p>Field experience, interview, and reflection</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cooper (2003), “The detrimental impact of teacher bias: Lessons learned from the standpoint of African American mothers” • Sleeter & Grant (2009), p.43-61 • Emerson, Fretz & Shaw (2011) select readings from <i>Writing Ethnographic Fieldnotes</i> • Patton (2002) select readings on interviewing <p>Don’t forget to register online for your field experience</p>
5	February 20	<p><i>Topic:</i> Theory and strategies in multicultural studies...and globalization</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Sleeter & Grant (2009), p. 61-69; Chapter 3 • Adams & Carfagna (2006), “A foundation for world citizenship” (Blackboard) <p>Online Reflection</p>
<i>Unit 2: English language learners</i>		
6	February 27	<p><i>Topic:</i> What does it mean to be an immigrant student? English language learners <i>Guest Speaker:</i> Delia Racines</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Takaki (2008), “Beckoned North: Mexico” (Blackboard) • García (2005), “Who are these children, their families, and communities?” (Blackboard) • Noguera & Wing (2006), “Language culture and access” (Blackboard) • Sleeter & Grant (2009), p.122-135 <p>Task 2</p>
7	March 6	<p><i>Topic:</i> Bilingual policies, reform, and strategies</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Working with English Language Learners (individual readings, provided in class)- come prepared to discuss assigned vignette • Igoa (1995) “Opening the door to dialogue” p. 125-146 (Blackboard) • Sleeter & Grant (2009), p.135-157

		Last day to turn in your first teacher observation Fieldnotes and Reflection. Be prepared to discuss your experience and thoughts with the rest of the class.
8	March 13	Spring Break
Unit 3: Impact of students' socioeconomic status in education		
9	March 20	<i>Topic:</i> Does poverty matter? <i>Frontline:</i> <i>Poor Kids</i> <i>Assignments due:</i> <ul style="list-style-type: none"> • Kozol (1995) <i>Amazing Grace</i>, Chapter 1 (Blackboard) • Bourdieu (1986) "The forms of capital" (Blackboard)
10	March 27	<i>Topic:</i> Poverty and children <i>LaLee's Kin</i> and <i>Hard Times at Douglass High</i> <i>Assignments due:</i> <ul style="list-style-type: none"> • Hartas, D. (2011) "Families' social backgrounds matter: Socio-economic factors, home learning and young children's language, literacy and social outcomes" (Blackboard) • Sleeter & Grant (2009), p.163-174 <p>Task 3</p>
11	April 3	<i>Topic:</i> <i>Topic:</i> Poverty and education <i>Assignments due:</i> <ul style="list-style-type: none"> • Kozol, (2005) "Still separate, still unequal" (Blackboard) • NY Times, "Rich District, Poor District" (2011) (Blackboard) • Cohen & Little (2005) "Test scores, poverty are entwined" • Sleeter & Grant (2009), p.174-192 <p>Online Reflection</p>
Unit 4: Special education		
12	April 10	<i>Topic:</i> <i>Topic:</i> Special education history and laws <i>Assignments due:</i> <ul style="list-style-type: none"> • Chapman (2008) Chapters 1, 2, 5, 9 • Schwarz (2006) Chapters 1, 2, 3, 4
13	April 17	<i>Topic:</i> Children's realities Guest Speaker <i>Assignments due:</i> <ul style="list-style-type: none"> • Schwarz (2006) Chapters 5, 6 • Watch a film from the list provided on Blackboard, answer discussion questions, and be prepared to discuss about the film in class. <p>Online Reflection</p>
14	April 24	<i>Topic:</i> Special Education strategies <i>Assignments due:</i> <ul style="list-style-type: none"> • Chapman (2008) Chapters 3, 4, 6

		<ul style="list-style-type: none"> • Schwarz (2006) Chapters 7, 8, 9 <p>Task 4 due</p>
Unit 5: Social justice education		
15	May 1	<p><i>Topic:</i> Social justice education <i>Assignments due:</i></p> <ul style="list-style-type: none"> • Sleeter & Grant (2009), Chapter 6 <p>Last Field Experience Fieldnotes and Reflection with field experience documentation forms</p> <p>Be prepared to discuss your experience and thoughts with the rest of the class.</p> <p>Poster Presentations</p>
16	May 8	<p><i>Topic:</i> Social justice education Final thoughts</p> <p><i>Assignments due:</i> Sleeter & Grant (2009), Chapter. 7 Freire (1998) Fourth Letter from <i>Teachers as Cultural Workers: Letters to those Who Dare to Teach</i> (Blackboard)</p> <p>Poster Presentations</p> <p>Also, be prepared share your final thoughts about what you've learned from the course, and how you plan to use this information in the future.</p>
17	May 15	<p>No class</p> <p><i>Assignments due:</i> Final Reflection due</p>

This schedule is simply a road map. There are many routes we may choose to take during the course. I am open to detours as long as they are relevant to the class objectives and achieve the course goals.

Be open to new experiences, ideas, and challenges, but more importantly enjoy the journey.

CEHD Student Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and submitted via Blackboard. Late assignments will not be accepted without making prior arrangements with me.
- **Honor Code:** Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- **Exceptionalities:** 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 [See <http://ods.gmu.edu/>].
- **Technology:** The use of cell phones, pagers, and other communicative devices is not allowed during class. Please keep them out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g., gaming, email, chat, social networking, etc.) will result in a significant deduction in your participation grade. For additional information students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- **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, and program will be sent to students solely through Mason email accounts.
- **Distractions:** Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- **Dispositions:** Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

- For additional information on the College of Education and Human Development, please visit our website [See <http://gse.gmu.edu/>].