

GEORGE MASON UNIVERSITY
College of Education and Human Development
EDUC 301-001; 3 credits
Educationally Diverse Populations—Handicapped, Gifted and Multicultural
Summer A, 2013



DAY/TIME: Monday, Wednesday Friday, 7:20-10:10 p.m.
DATES: May 20, 2013-June 21, 2013
LOCATION: Innovation 317
INSTRUCTORS: Sydney A. Merz smerz@gmu.edu
Shannon Merriweather sbulter9@gmu.edu

OFFICE HOURS: By appointment only for both instructors

PREREQUISITES: NONE

COURSE DESCRIPTION

Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations.

Notes: Requires 10 hours of school-based and/or community service.

LEARNER OBJECTIVES

- Define terms and understanding in education through multicultural education, diversity, social justice, and diverse learners;
- Deconstruct the impact historical, economic, and social aspects of public school education has on diverse learners (i.e., English language learners, exceptional children, SES, etc) through course readings;
- Reflect on personal biases and how those biases may impact the way a teacher uses instruction in the classroom for all learners through course readings and book review;
- Discuss laws and case studies related to special education and diverse learners;
- Examine the broader educational and social context, which impact the work of the public school teacher through community service reflection; and
- Explore teachers' perceptions of multiculturalism and diversity by conducting a teacher interview and writing a reflection paper based upon the outcomes of the interview.

NATURE OF COURSE DELIVERY

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, especially due to the nature of this course being one-month long. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Attendance is required for **all** classes in order to fully engage in the learning activities during class.

REQUIRED TEXTBOOKS

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

Additional Readings, choose ONE

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* (2nd ed). New York, NY: The New Press.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.

Recommended Readings

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

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.

Ore, T.E. (2009). *The social construction of difference and inequality: Race, gender and inequality* (5th ed.). New York, NY: McGraw-Hill.

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

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.

Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.

Recommended Internet Sources

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>

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/>

COURSE REQUIREMENTS/ASSIGNMENTS

BOOK REVIEW

You are required to read one of the additional/recommended books provided in the syllabus. You will write 5-6 page reflection; please do not use more than a paragraph to summarize the book. Each book has separate discussion questions that need to be answered. **These discussion questions can be found on Blackboard.** You are required to answer at least three questions (and sub questions) from the discussion questions document. Additionally, you must answer the last question as one of the three questions to be answered. Be sure to make reflections and connect to the readings, class discussions and the experiences you are having in this class. Please submit the book review on Bb by 7:20 pm on June 3rd. The rubric below will guide in you writing your final report.

	4	3	2	1
Content	The content of the review is addresses the at least three discussion questions and appropriate to the topic.	The content of the paper is mostly relevant to the discussion questions and somewhat appropriate to the topic.	The content of the paper is barely relevant to the discussion questions and scarcely appropriate to the topic. Only two discussion questions are addressed.	The content of the paper is not relevant to the discussion questions and is not appropriate to the topic. Only one discussion question is addressed.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader. Student follows all formatting guidelines.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader. Student follows most of the formatting guidelines.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader. Student barely follows formatting guidelines.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader. Student does not follow formatting guidelines.
Reflection-Analysis	The reflection and analysis is very well formed and connects to material discussed in class.	The reflection and analysis is present but somewhat formed and somewhat connects to material discussed in class.	The reflection and analysis is handout is barely informative and lack connections to the material discussed in class.	The reflection and analysis is not informative and does not make connections to the material discussed in class.
Page Limit	Paper is 5-6 pages in	Paper is less than 5	Paper is less than 4	Paper is less than 3 pages.

	length	pages but more than 4 pages.	pages but more than 3 pages.	
Citations/APA	The paper includes at least three citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least four citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes two citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes one or no citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.

CLASS REFLECTIONS-FREE WRITES

Each week you will be required to do a “free-write” on your thoughts about the week’s topics and readings. Your reflections should be about the week’s assigned readings, the class discussions, and your relationship about the topic. Your reflection is not a summary, but a critical analysis of how the topic/discussion/reading(s) have influenced you as a future teacher. The free writes are due on the dates listed in the course outline and are due **before** the class begins. Each free-write is equivalent to 5% of your final grade. As you write, you should build upon each week’s lesson in how all of this information is framing your thoughts of teaching diverse learners. It is required that you include specific examples. There is no minimum or maximum length for your free-write as it is based on quality and not quantity. Please use the journal feature to input your weekly free-write. Rubric is provided below.

	4	3	2	1
Content	The reflection addresses and connects at least four readings from the week with personal reflection.	The reflection addresses and connects at least three readings from the week with personal reflection.	The reflection addresses and connects at least two readings from the week with personal reflection.	The reflection addresses and connects one reading from the week with personal reflection.
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Clarity of Writing	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The reflection is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.

COMMUNITY SERVICE/FIELD OBSERVATIONS

Due to the timing of this course with the school year, a community service option will supplement field experiences. This gives the opportunity of understanding community life, which is an important component in understanding your students. For community service, you must conduct your hours in an area/neighborhood that you are not accustomed to working. Each service should be at least two hours long, not surpassing three and a half hours in one day. In this, you are required to conduct 10 hours of community service and to submit a reflection of your experiences on Bb by 11:59pm on June 21st. (There also is no class this day). Your field log hours must be given to the instructors by June 19th’s class.

As you complete your hours, you will log and reflect upon what has been impactful for you and how your experiences relate to you as a future teacher. It is strongly advised that you input your reflections each time you do your service. Only one document needs to be submitted. The final report should be 5-6 pages, double-spaced, APA format, 1-inch margins, Times New Roman font. Below is a rubric that will help guide your journal writing.

Guiding questions for your journal entries.

Introduction:

- Where did you serve? What did you observe?
- Who was your population?
- What was the community/surroundings like?

Body:

- What components (both positive and negative) did you see in regard to diversity and multiculturalism?
- What was the impact of these aspects of diversity and multiculturalism?
- How might these experiences impact you as a future teacher?
- How did these experiences shape your understanding of the profession?
- What did you learn from this service? What did you learn?

Conclusion

- Connect these experiences with specific authors, theories, and/or discussion we have had in class.

Rubric is below.

	4	3	2	1
Connection to Theory/Reading and Practice	The entry shows a clear connection(s) between theory/reading and practice and student's understanding of multiculturalism and diversity.	The entry somewhat shows a connection(s) between theory/reading and practice and somewhat shows student's understanding of multiculturalism and diversity.	The entry barely shows a connection(s) between theory/reading and practice and barely shows student's understanding of multiculturalism and diversity.	The entry does not show a connection between theory/reading and practice and does not show student's understanding of multiculturalism and diversity.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader. Student follows all formatting guidelines.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader. Student follows most of the formatting guidelines.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader. Student barely follows formatting guidelines.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader. Student does not follow formatting guidelines.
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Connection to Class Discussion/Readings	The entry is appropriately connected	The entry is adequately connected	The entry is scarcely connected to	The entry is not connected to

	to classroom discussion and provokes thoughtful reflection.	to classroom discussion and provokes some thoughtful reflection.	classroom discussion and provokes reflection.	classroom discussion and does not provoke reflection.
Format	Paper is 5-6 pages in length and follows the appropriate format.	Paper is less than 5 pages but more than 4 pages. Somewhat follows the format.	Paper is less than 4 pages but more than 3 pages. Barely follows the format.	Paper is less than 3 pages and/or is not submitted. Does not follow format.

TEACHER INTERVIEW

You are required to interview one teacher at who is currently teaching at a school. You are to interview this individual on his/her experience teaching in the school and his/her understanding of how diversity/multiculturalism impacts teaching. Specific questions to be asked during the interview will be determined by the class during the second week of class.

You must interview the teacher face-to-face; you cannot email the questions to the teacher. After completing the interview, you will write a 3-5 page report of the answers as well as your own personal reflection of the interview. Your paper should consist of:

Introduction

- Includes the information about the teacher
 - How long he/she has taught
 - Where he/she has taught; and
 - Teacher's personal experiences

Body

- Information you found out during the interview,
 - How that teacher perceives the impact diversity and multiculturalism his/her classroom
 - Your thoughts of how the interview impacts your future teaching practice.

Conclusion

- Your reflection on what you think about the interview
- How the interview connects/disconnects from what we are learning in class (give specific examples)

Remember, you are doing this assignment not to judge the teacher, but to understand teacher's perspective of diversity and multiculturalism. Be sure to use APA format when referencing material learned in class. This is due on Bb June 14th by 11:59pm. Rubric is below.

	4	3	2	1
Content	The teacher interview is relevant and clearly explains how the information from the interview relates to multiculturalism	The teacher interview is mostly relevant and somewhat explains how the information from the interview relates to multiculturalism and diversity.	The teacher interview of the paper is barely relevant and hardly explains how the information from the interview relates to multiculturalism and diversity.	The teacher interview is not relevant and does not explain how the information from the interview relates to multiculturalism and diversity

	and diversity.			
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader. Student follows all formatting guidelines.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader. Student follows most of the formatting guidelines.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader. Student barely follows formatting guidelines.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader. Student does not follow formatting guidelines.
Summary/Conclusion	Conclusion emerges logically from main ideas.	Conclusion is logical extension of the rest of the essay, but may be somewhat weak.	Conclusion “goes through the motions” and lack focus.	Conclusion is incomplete and/or missing.
Reflection/Analysis	The reflection and analysis is informative and reflects the way the teacher and student think about diversity in the classroom..	The reflection and analysis is present but somewhat formed and somewhat about the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is handout is barely informative and lacks the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is not informative and does not make connection to diversity in the classroom and as a future teacher

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment. All rubrics are posted in this syllabus.

Requirements

Percentage

WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS

<i>Weekly Free Writes Class (4 x 5 points =20 points)</i>	20.0%
<i>Book Review (30 points)</i>	30.0%
<i>Community Service Hours and Logs (20 points)</i>	20.0%
<i>Teacher Interview (10 points)</i>	10.0%
<i>Class Participation and Attendance (20 points)</i>	20.0%
TOTAL POINTS/PERCENTAGE	100.0%

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

	Date	<i>Unit 1: Race, Ethnicity and Culture</i>	Readings/Assignments Due
1	May 20	<p>Introductions, Expectations, Goal statement</p> <p><i>Role of public education</i></p> <p>What is the role of education? What is a teacher? What is a teacher's purpose? What is culture? Realities of education today for culturally, linguistically, & ability diverse students Falk (2012) "Understanding Diverse Perspectives" (Handout) Course overview, Community Service, Course Expectations</p>	
2	May 22	<p><i>Who am I?</i></p> <p>Intercultural Competence Inventory of Cross/Cultural Analysis How culturally literate am I? Community Mapping 21 Languages</p>	<p>Sleeter; pp 88-101 Tatum (1997) McIntosh (1989) Bradley (2007)</p> <p>CHOOSE BOOK!</p>
3	May 24	<p><i>Multicultural Education: A Historical Perspective</i></p> <p>What is culture? Review Judicial and Legislative Mandates-Handout Little Rock in 1957 What multicultural theory best fits you beliefs? Rotberg (2004) Textbook analysis—Where's the diversity</p>	<p>Sleeter; pp 3-11; 25-34, 42-60 Gay (2004) Banks(1993)pp 5-12;19-21;33-35(Bb)</p> <p>Bring TEXTBOOK (any) <i>Free Write</i></p>
<i>Unit 2: Socioeconomic Status (SES)</i>			
4	May 27	NO CLASS-MEMORIAL DAY OBSERVATION	
5	May 29	<p><i>Socio-economic Status (SES)</i></p> <p>Video What does SES mean? What can it mean for kids? Coleman/Stewart article – implications for students and teachers Write questions for teacher interview.</p>	<p>Coleman (1987) Stewart, Stewart, & Simons (2007) Sleeter pp, 16-18; 140-147</p>
6	May 31	<p><i>Socio-economic Status (SES) and Race</i></p> <p>Welsh article and Stewart research discussion</p>	<p>Stewart, Stewart, & Simons (2007) Welsh (2009)</p>

		Lynn– impact of teacher perceptions/beliefs How do we balance concern versus stereotyping? Review Book Discussion Questions	Lynn, Bacon, Totten, Bridges & Jennings (2010) Kozol (2005) <i>Free Write</i>
Unit 3-Special Education			
7	June 3	Students with Disabilities How is a student considered to have a disability? Defining terms used in Special Education Inclusive Classrooms	Sleeter pp 18-19; 46-68 Chapman pp i-17 (Bb) Book Report Due
8	June 5	Evaluating Needs of Student with Disabilities What is an IEP? Evaluation and IEP Safeguards and Accommodations Review Case Studies	Irvine (2012) Other Readings TBD
9	June 7	What do accommodations look like in the classroom? Misconceptions Specific disabilities: what do they look like, and what do are their needs	*bring computers to class this day <i>Free Write</i>
Unit 4: English Language Learners			
10	June 10	Who are our language learner? Are you a language teacher? Does language shape our culture or does culture shape our language? Global Citizenship and language: Speaking Tongues	Sleeter p. 55-58; 61-69 Deutscher (2010) Li (2013)
11	June 12	Language Learners-Part 2 <i>Lau vs. Nichols (1974)</i> and other cases (handouts) Concept of World Englishes-language of power Filipinoisms and other isms Dual language learning and bilingualism-myths and realities	Goldenberg (2008) de Jong et al. (2013) (Elem Ed) Carlow (2013) (Music Ed) <i>Free Write</i> BRING LAPTOPS TO CLASS

		Institutional aspects English as an official language?	
12	June 14	NO CLASS-TIME TO DUE OBSERVATIONS AND/OR COMMUNITY SERVICE	Teacher Interview Due
<i>Bringing it Together</i>			
13	June 17	<i>Multicultural Education and Social Justice</i> Goals of Education that reflect Diversity What are teachers' responsibilities? Discussion groups Okun's (1991) Activity	Sleeter: Chapter 6 Mawhinney, Rinke, & Park (2012) Irish and Scrubb (2012)
14	June 19	Bringing it all together. Where have we come? Where do we want to go? What is next? Culminating activity- Revisit the ICCS	Sleeter: Chapter 7 Waddell (2011) Zhao (2010) Field Log Due
15	June 21	<i>NO CLASS-Finish up Papers</i>	Community Service/Classroom Observations Paper Due

Note: The Instructors reserve the right to alter the schedule as necessary.

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at owl.english.purdue.edu.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Don't steal or plagiarize anyone's ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don't lie to the instructor.
- Don't cheat inside or outside the class.
- If you have any hesitation, doubt or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

STUDENT EXPECTATIONS

- ***Student shall attend all classes for the entire class session.*** If a student misses a class, it is the student's responsibility to find out what happened during that class. If a student knows he/she will miss a class, he/she must inform me ASAP. Participation, which constitutes 20% of your grade, is expected and is an essential part of class. Because we do participate in life and life because busy and we get ill, one absence will be granted to each student during the semester. Any more absences reflect your participation in class, which hinders your grade. Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of class.
- Students are required to read the assigned readings before each class in order to gain full participation and reach their highest learning potential. Students will have reading almost every class. It is an expectation that the students will read and familiarize themselves with the assigned readings so they can participate in class discussions and activities as well as submit their free-write to Blackboard before the class begins.
- Assignments must be submitted into Blackboard before the beginning of class on the specified date due or **no credit will be given.** All papers must have 1 inch margins, 12pt Times New Roman font, doubled-spaced with page numbers, and your name. All papers and citations are

expected to use APA style. For further information on APA style, please consult <http://owl.english.purdue.edu/owl/resource/560/01/>. The instructor will not accept any late assignments. Also, please label all submitted documents with your last name and title of assignment (e.g., smerz.fieldjournal #1.docx).

- No cell phones (which includes no text messaging.)
- Laptops cannot be used without instructor permission. However, we will frequently be using the internet as a means to enhance our discussions as described in our tentative outline. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.
- Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. 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 their Mason email account.**
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>]
- If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services [See <http://ods.gmu.edu/>]. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].
- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Appendix A: Field Experience Hours/Activity Log

You must complete a minimum of 10 hours of community, which will consist of service, but may also involve interactions with individual students or small/large groups of community members. Your 10 hours should be spread across a minimum of three sessions, with single session lasting three and a half hours. Submit this signed log to your instructors by **June 19th, 2013.**

GMU Student: _____

Community Service Organization: _____

Age Group Served: _____

Date	Activities Observed	Activities as Participant (if applicable)	Total Hours

Grand total: _____

GMU Student Signature/Date: _____ / _____

Community Service Supervisor Signature/Date: _____ / _____

Appendix B: Field Experience Sample Letter

Dear XXXX,

My name is Sydney Merz and I am a second-year doctoral student in the College of Education and Human Development at George Mason University. This semester I am enrolled in EDUC 301: Diverse Learners. This course is for students interested in learning more about education and as part of the course I am required to complete 10 hours of community service of my choose.

With this letter I hope to provide some information about the expectations for you. EDUC 301 provides an overview of the diversity of learners found in K-12 in the United States through understanding the community beyond the school walls. This is the first, and may be the only, education course that I am taking in regard to multiculturalism and diversity are taking.

- I will complete a minimum of 10 hours of service for at least two-hour increments and no longer than three and a half hours.

- The goal of this experience is for me to become familiar with community life and how communities play a role in educational settings for not only diverse learners, but for all learners.

Thank you for your support of as develop my knowledge, skills and attributes as a future teacher.

Sincerely,

Sydney A. Merz
Doctoral student, International Education
College of Education and Human Development
George Mason University
smerz@masonlive.gmu.edu