

GEORGE MASON UNIVERSITY
College of Education and Human Development
EDUC 301-B02; 3 credits
Educationally Diverse Populations—Handicapped, Gifted and Multicultural
Monday & Wednesday, Robinson A 106
Summer Session B 2014



DAY/TIME: M/W 7:20-10:00
INSTRUCTOR: Erin M. Ramirez
OFFICE HOURS: By appointment only

LOCATION: Robinson A 106
E-MAIL: eramire4@gmu.edu

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 school-based field experience during course.

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., ELLs, 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 club;
- Discuss laws and case studies related to special education, gifted education and diverse learners;
- Examine educational through a social context, which impacts the work of the public school teacher through field experience journals; and
- Explore an educationally diverse population topic through research by writing a research paper and presenting findings during a class presentation.

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 two-months 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

Cushner, K. McClelland, A., Safford, P. (2012). *Human diversity in education: An intercultural approach* (7th ed.). New York, NY: McGraw Hill.

Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. Willinston, VT: Teachers College Press

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

Strongly Recommended Reading

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.

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.

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

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/>
 Office of Special Ed. <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

All typed assignments should be double-spaced typed in Times New Roman 12 point font with normal 1 inch margins. Hand written assignments must be legible to be graded. All assignments should be proofread for grammar and errors. Page length will vary based on specific assignment. Submission of assignments will vary between electronic and hard copy. Assignments submitted on Blackboard must be done so prior to the class meeting on the due date. Hard copy assignments are due upon entrance to class on the due date.

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 or someone working with students. The free writes will be done in class on Wednesdays (6 total at 2 points each for 12 points/12% of your total grade) in your assigned journal and are due **by the end of class**. 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 and how your teaching philosophy is currently conceptualized. 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.

	Leading the Way	On Track	Off Track	Uh-Oh
Clarity of Writing	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat unclear; 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.
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Readings	The reflection addresses all the required readings for the class.	The reflection addresses all but one of the required readings for the class.	The reflection addresses misses more than one of the required readings for the class.	The reflection is incomplete.

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. To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> no later than June 6. 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 July 16. You field log hours (Appendix A) must be given to the instructor in class on this day. 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 12-point font. **This assignment is due July 18.**

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.

	Leading the Way	On Track	Off Track	Uh-Oh
Connection to Theory/Reading and Practice	The entry shows a clear connection(s) between theory/reading and practice.	The entry somewhat shows a connection(s) between theory/reading and practice	The entry barely shows a connection(s) between theory/reading and practice.	The entry does not show a connection between theory/reading and practice.
Clarity of Writing	The entry is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The entry is adequately clear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The entry is narrowly clear; punctuation, grammar, and spelling interfere with the message of the paper.	The entry is unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
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 to classroom discussion and provokes thoughtful reflection.	The entry is adequately connected to classroom discussion and provokes some thoughtful reflection.	The entry is scarcely connected to classroom discussion and provokes reflection.	The entry is not connected to classroom discussion and does not provoke reflection.

Note: If a journal entry or the final reflection is missing, your grade will be dropped one letter grade.

Person Like Me

(You must do the thing you think you cannot do. (1960) —Eleanor Roosevelt)

This assignment encourages you to branch outside your comfort zone and to reflect on who you are by honestly evaluating your own experiences in terms of the system(s) of privileges that have impacted your life. You must: (1) choose a site with which you are unfamiliar and might provide information that will help you in your career working with diverse students; (2) if you do not feel ready to see “an other” as “like you,” do not select that as a site right now; and (3) only do what feels safe, preferably going to any of these sites with a partner. You are to spend at least one hour at this site and begin a conversation with someone who is at the site. You are not to take notes and you may not video record/audio record while you are having this conversation-- the conversation should flow naturally. You may write down some notes after you get in your car/bus/bike. We will come up with typical questions for this conversation during the second week of class. In the end, you will design a reflective piece (graphic, concept map, poster, poem, etc.) which will include:

- information of the interviewee’s life
- how his or her life has been impacted by their unique experiences
- how that person is like you.
- how those connections relate to your future teaching diverse learners

This assignment is due June 20 by 11:59 pm.

Possible Diversity Experiences include:

Category	Possible Experiences
Social class	-Attend a soup kitchen, standing in line and eating with those at the kitchen -Visit a social security office -Attend an AA meeting -Visit a homeless shelter
Religion	- Attend a service not of your predominant faith -Visit a center of worship and participate in a religious studies class (Sunday School)
Gender/ Sexuality	- Volunteer at a rape crisis center or battered women’s center - Visit a gay bar (students age 21 and older)
Race/Ethnicity	- Visit a minority house of worship - Shop in an ethnic neighborhood different than you own - Take part in an ethnic pride day event
Language	- Attend an activity, class or service not in your own language
Exceptionality	-Volunteer at a program for adults with disabilities -Volunteer with the Leukemia and Lymphoma Society -Visit and/or volunteer at a Special Olympics event

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. 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
 - o How long he/she has taught
 - o Where he/she has taught; and
 - o Teacher’s personal experiences

Body

- Information you found out during the interview
 - o How that teacher perceives the impact diversity and multiculturalism his/her classroom
 - o 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. You will briefly present (5-10 minutes) what you learned from this interview to the class on June 25. **This assignment is due June 25th.**

	Leading the Way	On Track	Off Track	Uh-Oh
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
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is adequately written; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.	The paper is very unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Reflection/Analysis	The reflection and analysis is informative and identifies the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is adequately informative; somewhat formed and somewhat identifies the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis 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.
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.

Blackboard Wiki Page 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. On the wiki page 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 wiki page must be in APA format and include at least 5 references of peer-reviewed articles and course readings. This assignment is broken down into five manageable tasks to help you with time management. In addition, throughout the course there will be opportunities to discuss your progress and attend to any questions about the wiki page. 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. Look through your books and other resources. Ideas may include: gifted education, double-labeled students, sheltered instruction, refugee students, home school students, autism, ELL instruction, culturally relevant pedagogy, military kids, Native American education, etc. **Due June 11th.**

Task 2: Bibliography

Develop a bibliography list of 8 peer-reviewed articles (that we have not read in class) that is relevant to your topic. The bibliography must be in APA format. **Due June 18th.**

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 project. The annotated bibliography must be in APA format. **Due July 2nd.**

Task 4: Draft of wiki page

Bring to class a draft of your wiki page for peer review. **Due July 9th.**

Task 5: Final Wiki Page

For the full description and expectations please refer to the rubric on Blackboard. You will also be responsible in providing feedback on three students' wiki pages. **Due July 21th.**

EDUCATIONAL PHILOSOPHY PAPER & PRESENTATION

In this paper you will read through all of your free writes and synthesize how you and your teaching philosophy has or has not changed over the course of the semester. You are not summarizing what has happened, but rather you are synthesizing who you were and who you are now. Questions to help guide your thinking:

- How have your conceptions of teaching changed?
- How do you view teaching and learning?
- Have your fundamental beliefs about teaching changed? How so?
- Define your teaching philosophy now. Is it different than when you began this course?

This paper should be between 4-6 pages. Additionally, you will create a visual representation of yourself and your teaching philosophy (examples on Bb) that you will present in a 5-10 minute presentation to the class. **This assignment is due July 16.**

EVALUATION

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

Requirements	Percentage
WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS	
<i>Community Service Hours and Logs (20 points)</i>	20%
<i>Teacher Interview (10 points)</i>	10%
<i>Person Like Me (15 points)</i>	15%
<i>Task 1 (2.5 points)</i>	2.5%
<i>Task 2 (2.5 points)</i>	2.5%
<i>Task 3 (2.5 points)</i>	2.5%
<i>Task 4 (2.5 points)</i>	2.5%
<i>Task 5 (10 points)</i>	10%
<i>Educational Philosophy Paper & Presentation (15 points)</i>	15%
PARTICIPATION/ATTENDANCE	
<i>Discussion and Weekly Free Writes Class (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	

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. **YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY.**

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Often times, there may not a right or wrong answer to the topics that we are discussing. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

2. **COMMITMENT IS KEY**

This course involves a lot of reading. I know that there will be times in which you will scan the readings; that is okay. Just be sure to not make this a regular practice as it will affect your participation grade. Both the readings and assignments are based upon research to best prepare teachers as well as former students' suggestions for bettering the course. The assignments and readings build off each other week-by-week. Your brain will get tired as we dive through complex and sometimes controversial topics. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means that no texting, social media, and/or phone calls during class.

3. **ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS**

We have entered this safe learning space together, as a unit and as a team. The course is designed

for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. Yes most reading is done outside of the classroom, but how you make sense of the readings through varying perspectives is the focus of our class time. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Believe me, if you read and are engaged every week, this class will rock your socks off.

4. FOLLOW DIRECTIONS AND BE PROACTIVE

In the past three years of teaching at Mason, most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Blackboard. Though I know you may wait until the last minute to complete some of the course assignments, please pay attention to the requirements of the assignments. If you don't know something, please do not assume; ask questions and be proactive. Also, if you miss a class, it is your responsibility to find out what happened during that class. Because we do participate in life and life becomes busy and we get ill, **one absence** will be granted to each student during the semester. Additional absences reflect upon your participation in class, which hinders your grade.

5. BE PROUD OF YOUR WORK

Each assignment builds upon the last. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know and I will work with you. Additionally, I cannot read minds, so if you have any questions or concerns throughout the semester, please schedule an appointment with me. I am willing and flexible enough to make adjustments as needed. I want to make sure that you have a meaningful course experience. Again, this is when being proactive will pay off.

CLASS POLICIES

Late Work: Assignments will not be accepted late. This policy will be strictly enforced. In the event of an unusual and dire emergency, contact the instructor before an assignment is due or shortly thereafter. You may be required to provide evidence of your emergency in order to be considered for alternative accommodations.

Open Door Policy: I am open to your comments, suggestions, and feedback on the course at any time. Feel free to email me or schedule a time to come to my office to discuss your ideas and concerns. You may also submit your thoughts anonymously.

Food and Drink: You may bring drinks and small snacks to class. Please be courteous with extraneous noises or smells associated with what you bring to class. The instructor retain the right to rescind this policy if it is violated or becomes problematic.

Technology: Due to the nature of this course, laptops will be useful and encouraged to be brought to the Wednesday night classes. Cell phones will never be needed and should not be seen during class. However, the instructor reserves the right to rescind these options at any time due to misuse.

Syllabus: You should consider this syllabus as your contract for the course. You must follow the directions for each assignment and ensure that you submit your work on time. This class can be successfully completed if you manage your time effectively, come to class prepared, and turn in work in a timely and high quality fashion.

Course Schedule: A course schedule is attached. Note that unforeseen circumstances may cause changes to the schedule, but you will be notified of changes accordingly. Assignment due dates are detailed on the course schedule.

Attendance: If you miss a class, it is your responsibility to find out what happened during that class. If you know you will miss a class, you 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 gets 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.

Email: You must use your MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. **All communication from the university, college, school, and program will be sent to students solely through their Mason email account.**

Honor Code: You must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>]

Learning Services: 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.

Computing: You must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>]. You must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Overall Demeanor: You are expected to exhibit professional behaviors and dispositions at all times. This is our class and as such we should all be contributing responsible adults so that everyone has an equally good experience.

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. 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, using APA format. 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 me.

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.

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/>

TENTATIVE COURSE SCHEDULE

	Date	Topics	Readings/Assignments Due
Society, Culture, and Me			
1	June 2	<i>Introductions and Course Overview</i>	
2	June 4	<i>Historical perspective of U.S. society</i>	Cushner (2012) Chapter 1 (3-26) and 3 (66-77) Takaki (2002) A different mirror <i>Free Write</i>
3	June 9	<i>Theory Behind Multiculturalism</i>	Cushner (2012) Chapter 2 (32-43; 49-59) and 3 (77-86) Banks (1993) (3-11) Gay (2004) Beyond Brow
4	June 11	<i>Multiculturalism and Teaching</i>	Cushner (2012) Chapter 3 (86-102) and 4 (110-119; 121-132) Ladson-Billings (1995) But that's just good teaching Task 1 Due <i>Free Write</i>
5	June 16	<i>Privilege, Power, and Oppression in Education</i>	Chang & Au (2013) You're Asian how can you fail math? Chang (2013) I Am a Product of Privilege and You Are, Too Kugler (2012) Valuing the individual by breaking assumptions
Special Topics			
6	June 18	<i>Race and Ethnicity</i>	Cushner (2012) Chapter 6 Berlak (2013) Race and the achievement gap (Group 1) Kozol (2005) Still separate and still unequal (Group 2) Task 2 Due <i>Free Write</i> <i>Personal Like Me Due June 20</i>
7	June 23	<i>Globalization</i>	Cushner (2012) Chapter 7 (216-224; 231-246) Darling-Hammond (2010)

8	June 25	<i>Language Learners</i>	Cushner (2012) Chapter 8 (256-281) Deutscher (2010) Does language shape the way we think? Krashen (2009) Bilingual education works <i>Teacher Interview Due</i> <i>Free Write</i>
9	June 30	<i>Language Learners</i>	Li (2013) Promoting teachers of culturally and linguistically Diverse (CLD) Students as change agents (Secondary Teachers) de Jong et al. (2013) Enhanced knowledge and skills for elementary mainstream teachers of English language learners (Elementary Teachers)
10	July 2	<i>SES</i>	Gorski (2013) Chapters 1-5 Task 3 Due <i>Free Write</i>
11	July 7	<i>SES</i>	Gorski (2013) Chapters 6-10
12	July 9	<i>Special Education</i>	Cushner (2012) Chapter 12 Chapman (2008) Chapters 2, 3, 4, 8, (read Chapter 9 if you are specializing in Early Childhood) Task 4 Due <i>LAST Free Write</i>
13	July 14	<i>Special Education</i>	Schwarz (2006) All
14	July 16	<i>Gender and Sexual Orientation</i>	Cushner Chapter 10 (340-359) Sadker and Sadker (2009) Missing interaction GLSEN Brief <i>Educational Philosophy Paper and Presentations</i> <i>Community Service/Field Observations Hour Log Due</i> <i>Community Service/Field Observations Journal Due July 18</i>
15	July 21	<i>Religion</i>	Cushner (2012) Chapter 9 Schlosser (2013) Christian privilege breaking sacred taboo Task 5

Note: The Instructor reserves the right to alter the schedule as necessary.

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 16th, 2014.

GMU Student: _____

Community Service Organization: _____

Date	Activities Observed	Activities as a 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 Erin Ramirez and I am a doctoral candidate 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,

Erin M Ramirez
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