

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education

EDUC 301-001: Educationally Diverse Populations—Handicapped, Gifted and Multicultural
3 Credits, Fall 2014
Innovation Hall 208
Wednesday, 7:20-10:00 p.m.

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INSTRUCTOR:

COURSE DESCRIPTION:

A. Prerequisites - None

B. University Catalog 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.

C. Expanded Course Description - Not applicable

LEARNER OBJECTIVES

This course is designed to enable students to:

- Deconstruct the historical, economic, and cultural structures in public education that have an impact on exceptional children, English language learners, students' socioeconomic status, race, and multicultural education;
- Reflect on personal biases and how such biases may influence the way a teacher uses instruction in the classroom for all learners;
- Discuss laws and major court cases related to exceptional children, English language learners, and diversity in schools;
- Examine the broader educational and social context, which impacts the work of the public school teacher;
- Investigate and research an educationally diverse population;
- Explore how social justice education can challenge current realities in schools and improve the education of diverse learners.

REQUIRED TEXTS

1. Cushner, K. McClelland, A., Safford, P. (2012). *Human diversity in education: An intercultural approach* (7th ed.). New York, NY: McGraw Hill.
2. Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
3. Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

COURSE ASSIGNMENTS

Note: All assignments will be submitted on BB and must be submitted by 11:59pm on the due date or no credit is given.

A. Class Participation – 20%

You are expected to attend all classes, arriving on time and staying until the end of class. This is a time for us to dialog and engage with each other and the reading. I will take attendance at the beginning of each class by passing out index card where you will answer the following: 1. Did you complete the reading for the week? 2. What are 3-5 questions you have from the reading? 3. What is something you learned from the reading? This will also serve as attendance and provide me with feedback about your understanding of the readings.

In addition, I will ask you to submit two reflections (there are three dates available) on BB. These reflections should be a way to process what you are reading and learning as well as any personal reactions you are having to the materials. These should be between 3-4 pages.

B. School-Based Experiences – 30%

The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools.

You will be required to attend to a total of **10 hours** of school-based experience at an accredited school(s) in the area, plus **two of the ten hours are to be spent attending a faculty meeting, curriculum meeting, a PLC meeting and/or an afterschool program/activity**. You are required to observe in **four, two-hour increments**. To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than September 15**. Ms. Comfort Uanserume, Mason's Clinical Practice Specialist, can answer any questions or concerns you may have about your school-based experience and/or placement. The sooner you sign-up, the better chances you will get placed quickly.

1. Field Observation Journal – Due Dec. 17

During your school-based experience, you are required to keep a journal. The journal will include fieldnotes and reflections on the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. I am available to review a draft. This assignment will be worth **20%** of your grade.

When you attend your field observations consider the following questions:

- | | |
|--|--|
| → What was the lesson about? | → What did you see and hear students do and say? |
| → Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies? | → What strategies did you see the teacher use? How did the students respond? |
| → What did you see and hear the teacher do and say? | → 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 AFTER 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.

2. Community Walk – **Due Oct 1.**

- The community walk is tied to your school-based experiences. You will spend 1-2 hours in the community in which your school-based experiences are occurring. Detailed instructions and assignment guidelines are provided on Blackboard. It is encouraged that you do this activity in pairs, even if you are not at the same school. However, your final output is an **INDIVIDUAL** 4-5 page narrative reflection. This assignment must be completed by **Oct 1**. This assignment will be **10%** of your final grade.

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and Field Experience Documentation Form and digitally attach the form to your field experience journal.

C. Educational Biography Project (40%)

These assignments are meant to have you critically reflect on your own experiences in school through developing your own and learning about another person's experience with education. 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.

1. Autobiography – **Due Sept 13**

Please write down everything about your experience with the education system from when you began school until entering George Mason University. Include anything significant for you both positive and negative. Please bear in mind that this will serve as a basis for your final paper. This should be 4-6 pages. This assignment is worth **10%** of your final grade.

2. “A person like me” – **Due Oct 22**

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. This assignment is worth **10%** of your final grade. In the end, you will design a reflective piece (graphic, concept map, poster, poem, etc.) which will include: Information about the interviewee's life; how his or her life has been impacted by their unique experience; how that person is like you; how those connections relate to your future teaching diverse learners

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 -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

3. Critical Analysis – **Due Dec 3**

This final paper should be a critical analysis of your educational biography including significant reflection on the course experiences, your own original autobiography and course readings. You should answer, “ How do I understand my own experiences differently after reading the course materials and the ‘person like me’ activity? More information on this paper can be found on BB. This is the summative assignment in the course and should references to materials we read in class. This paper should be between 8-10 pages excluding references. This will be **20%** of your final grade.

D. Lesson Plan on Education Diversity (10%)

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. Prepare a lesson plan 10-12 min in length to teach your fellow classmates about the topic. For the lesson, 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 lesson should be engaging and informative. You will be presenting to your peers and submitting your lesson plan for credit.. The following are the list of tasks:

Task 1: Topic and bibliography – Due Sept 17

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. 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.

Task 2: Annotated bibliography and draft of your lesson plan– Due Nov 2

Write an annotated bibliography of at least of 5 of the peer-reviewed articles you gathered for your bibliography (that we have not read in class). The annotated bibliography must be in APA format. Draft a lesson plan for the how you’d like to present to the class. Bring to class a draft of your lesson plan for peer review. Remember you are not just talking about your topic but trying to teach your fellow student about it.

Task 3: Present your lesson – Nov 19

Present your lesson to a small group. Your fellow students will provide feedback and I will grade your full lesson for content and how well you incorporated your reading into the lesson, taking into account the group feedback.

Requirements	Percentage
<i>WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS</i>	
<i>Class Participation and Reflections</i>	20%
<i>Field Experience Journal (20%)</i> <i>Community Mapping (10%)</i>	30%
<i>Educational Biography Project</i> <i>Autobiography (10%)</i> <i>A person like me (10%)</i> <i>Critical Analysis (20%)</i>	40%
<i>Lesson on Topic of your choice</i> <i>Task 1 (2.5%)</i> <i>Task 2 (2.5%)</i> <i>Task 3 (5%)</i>	10%
<i>TOTAL POINTS/PERCENTAGE</i>	
<i>100%</i>	

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 87	C = 73– 77	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

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 Blackboard.

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. 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. 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

3. COMMITMENT IS KEY

This course involves a lot of reading. 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. 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.

4. FOLLOW DIRECTIONS AND BE PROACTIVE

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. You can email the same information that would be on the notecard for the week. **One absence** will be granted to each student during the semester. Additional absences reflect upon 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 information. If you know you will miss a class, be proactive and inform me as soon as possible.

5. BE PROUD OF YOUR WORK

Each assignment builds upon the last. 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.

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. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact me immediately.

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.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>)
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- c. 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.
- d. 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/>).

- e. 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/>)
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>)

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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/>

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

TENTATIVE COURSE SCHEDULE

<i>Society, Culture and Me</i>			
Aug 27	<i>Introduction and Course Overview</i>	Wheatley (2002) <i>Willing to be disturbed</i>	
Sept 3	<i>Historical perspective of U.S. society</i>	Cushner (2012) Chapter 1 (3-23) and 3 (66-77) Takaki (2002) <i>A different mirror</i>	<i>Educational Autobiography</i>
Sept 10	<i>Theory Behind Multiculturalism</i>	Cushner (2012) Chapter 2 (32-43; 49-59); 3 (77-86) Banks (1993) (3-11) Gay (2004) <i>Beyond brown</i>	
Sept 17	<i>Multiculturalism and Teaching</i>	Cushner (2012) Chapter 3 (86-102) ; 4 (110-119; 121-132) Ladson-Billings (1995) <i>But that's just good teaching</i>	<i>Task 1</i>
Sept 24	<i>Privilege, Power and Oppression in Education</i>	McIntosh (1989) <i>Invisible knapsack</i> Gorski (2012) <i>Complicating white privilege</i> Chang & Au (2013) <i>You're Asian how can you fail math?</i> Chang (2013) <i>I Am a Product of Privilege and You Are, Too</i> Kugler (2012) <i>Valuing the individual by breaking assumptions</i>	<i>Submit Reflection on BB ** this one is mandatory</i>
<i>Special Topics</i>			
Oct 1	<i>Race and Ethnicity</i>	Cushner (2012) Chapter 6 Berlak (2013) <i>Race and the achievement gap</i> Kozol (2005) <i>Still separate and still unequal</i>	<i>Community Walk</i>
Oct 8	<i>Globalization</i>	Cushner (2012) Chapter 7 (216-224; 231-246) Darling-Hammond (2010) <i>Finland; Singapore, Korea</i>	<i>Submit plan for person like me experience</i>
Oct 15	<i>Language learners</i>	Cushner (2012) Chapter 8 (256-281) Deutscher (2010) <i>Does language shape the way we think?</i> Krashen (2009) <i>Bilingual education works</i>	<i>Submit Reflection on BB</i>
Oct 22	<i>Language learners</i>	Li (2013) <i>Promoting teachers of culturally and</i>	<i>A Person Like Me</i>

		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)	
Oct 29	<i>Religion</i>	Cushner (2012) Chapter 9 Schlosser (2013) Christian privilege breaking sacred taboo	
Nov 5	<i>Gender and Sexual Orientation</i>	Cushner Chapter 10 (340-359) Sadker and Sadker (2009) Missing interaction GLSEN Research Brief AAUW Executive Summary(1992)	Task 2
Nov 12	<i>Special Education</i>	Cushner (2012) Chapter 12 Schwarz (2006) All	Submit Reflection on BB
Nov 19	<i>Presentations</i>		Task 3 – Present Lesson Plans
Nov 26	No Class – Thanksgiving Break		
Dec 3	<i>SES</i>	Gorski (2013) Reaching and teaching students in poverty (Chapters 1,2, 3, 4, 5) Cushner Chapter 13 (optional)	Critical Analysis
Dec 10	No Class-Reading Day		
Dec 17	<i>Bringing it all together</i>	Gorski (2013) Reaching and teaching students in poverty (Chapters 6, 7, 8, 9, 10)	Field Experience Journal

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

Recommended Readings

- Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee: A Rethinking Schools Publication.
- 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.
- 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, Jonathan. (2005) *The shame of the nation :the restoration of apartheid schooling in America* New York : Crown Publishers.
- Kugler, E.G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.
- 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.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: 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.

Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

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>

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/>

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/>

Poor Magazine <http://poormagazine.org/node/4215>

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/>