

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELS Division

EDUC 301 Section 1: Educationally Diverse Populations—Handicapped, Gifted and
Multicultural
3 Credits, Spring 2016
Wednesday, 7:20 - 10:00 Thompson Hall L019

PROFESSOR(S):

Name: Paula Cristina R. Azevedo, Ph.D
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Office location: Not applicable
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COURSE DESCRIPTION:

A. Prerequisites / Corequisites

None

B. University Catalog Course Description

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

C. Expanded Course Description

Not Applicable

LEARNERS OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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

PROFESSIONAL STANDARDS

This course relates to the standards of multiple professional organizations

Task Stream Requirements

N/A to this course

REQUIRED TEXTS:

Cushner, K. McClelland, A., Safford, P. (2014). *Human diversity in education: An intercultural approach* (8th ed.). New York, NY: McGraw Hill.

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

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

Recommended Reading

Adams, M., Blumenfeld, W., Castaneda, C.m Hackman, H., Peters, M., & Zuniga, X. (2013). *Readings for Diversity and Social Justice*. New York, NY: Routledge.

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*. New York, NY: The New Press.

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

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

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

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

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*. San Francisco, CA: Wiley/Jossey-Bass.

- Neuman, S.B. & Celano, D.C. (2012). *Giving our children a fighting change: Poverty, literacy, and the development of information capital*. New York, NY: Teachers College.
- Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.
- Noguera, P.A. & Wing, J.Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
- Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York, NY: Back Bay Books/Little Brown and Company.
- Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.
- Valdes, G. (1996) *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

Recommended Internet Resources

- Classism <http://www.classism.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.henrygiroux.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 ASSIGNMENTS AND EXAMINATIONS:

***Note:** All assignments will be turned in electronically on Blackboard by 11:59 PM on the due date (unless directed otherwise). Late papers and projects will not be accepted without penalty (10% each day late).

A. Class Participation (20 points)

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

B. Field Experience Journal (25 points)

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 field experience you must [register online](#) no later than **February 12th**. The Field Placement Specialist, can answer any questions or concerns you may have about your field placement.

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

- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?
- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What connections did you make to the readings or our class discussions?
- What did you wish you saw? Why?

During your school-based experience, you are required to keep a reflective journal. The journal will include field notes and reflections on the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. The final paper will be due **April 27 midnight**. **You must include a reflection on the following in APA format:**

- *Briefly* describe the lessons.
- 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.

APA needs:

Cover page, running head, page numbers, subheadings, in text citations, and a reference list. For more information on APA refer to <https://owl.english.purdue.edu/owl/resource/560/01/>

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and [Field Experience Documentation Form](#) and digitally attach the form for each teacher you observe to your field experience journal or physically turn in the forms to me in class.

C. Blackboard Wiki Page on Education Diversity (20 points)

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.

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

Task 1: Topic (1 point)

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.

Task 2: Bibliography (1 point)

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 3: Annotated bibliography (1 point)

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. (points)

Task 4: Draft of wiki page (1 point)

Bring to class a draft of your wiki page for peer review.

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 students' wiki pages.

D. Reading Journal (21 points)

There is a good deal of thought provoking reading in this course. Just completing the readings, however, is not enough to maximize your learning opportunities. Additionally, I believe in giving a variety of opportunities and avenues for students to speak and be heard

especially as we deconstruct and reconstruct these important topics. It is therefore expected that you will complete a written response to the readings from the eight topics discussed this semester (race, ethnicity, globalization, language, gender, religion, socioeconomic, special education). The reflection process is a means for you to connect to the readings at a personal level, but also critically analyze the authors' perspectives. Reflections should be thoughtful, clear, and relevant to readings and discussions we've had in class. In addition, at the end of each journal post add at least two questions. Each journal is due on the following dates: February 10, 17, March 2, 23, 30, April, 6, and 20.

E. Final Reflection Due (10 points)

The final reflection is an opportunity for you to synthesize, analyze, and reflect on the course work, readings, and discussions. The reflection should be thoughtful and clear and incorporate readings, class discussions, and activities through out the semester that influenced your thinking. Explain specific ways you believe you've changed and how you will use what you've learned and experienced in the future as a teacher. In addition, to the written final reflection you will also create a puzzle piece that represents your experience in this class and the ways you became "willing to be disturbed."

Assignment	Due Dates	Points
Class Participation	---	20
Field Experience Journal	04/27	25
Reading Journal	02/10; 02/17; 03/02; 03/23; 03/30; 04/06; 04/20	21
Wiki Page Tasks 1 – 4	02/03; 02/24; 03/23; 04/06	4
Wiki Page	04/13 wiki page due 04/27 responses due	20
Final Reflection and puzzle piece	05/04	10
Total		100

Letter Grade	Percentage
A+	98-100
A	93-96
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69

COURSE ASSUMPTIONS

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and

explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be “present” throughout all discussions and activities.

FIVE FUNDAMENTAL EXPECTATIONS

1- BE PRESENT

If you are planning on being absent or have an emergency, please contact me by email before class. Missing more than one class period or missing any class without contacting me will affect the participation portion of your grade. When you are in class, I expect you to be both mentally and as physically present by being attentive and engaged. Cell/smart phones are for educational or emergency use only – **no texting, social media, or phone calls during class time**. I encourage you to bring laptops, tablets, and smart phones but only for educational use.

2- BE THOUGHTFUL

We will be grappling with many difficult questions throughout the semester that may challenge people’s beliefs or assumptions and that rarely have a right or wrong answer. This is done in the spirit of intellectual inquiry and 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.

3- BE PROACTIVE

I am here to support your learning this semester and will provide you with feedback in response to the course’s formative and summative assessments. I cannot read minds, however, 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.

4- BE COLLABORATIVE

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class. We will be working and discussing in small groups throughout the semester. I guarantee that you will enjoy this experience much more if you work well together.

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. 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/>)

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

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/>.

PROPOSED CLASS SCHEDULE:

<i>Topic 1: Foundations and History</i>	
January 20	<i>Topic:</i> Introductions and course overview
1	<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Wheatley, M.J. (2002), “Willing to be disturbed” • Cushner (2015), Chapter 1
January 27	<i>Topic:</i> Race in America
2	<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 2 • McIntosh (1989), “White privilege: Unpacking the invisible knapsack” (Blackboard) • Berlak (2009), “Race and the achievement gap” • Norguera & Wing (2006), “Integration across campus, segregation across classrooms: A close-up look at privilege” (Blackboard) • Chang & Au (2013), “You’re Asian How Can You Fail Math? Unmasking the myth of the model minority”
February 3	<i>Topics:</i> Theory behind Multicultural Education
3	<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 3 and 4 • Ladson-Billings (1995), “That’s Just Good Teaching” <p style="color: green;">Wiki Task 1 due</p>
<i>Topic 2: Ethnicity</i>	
February 10	<i>Topic:</i> The role of identity Guest Speaker: Anne Driscoll
4	<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 6 • Tatum (1997), “The Complexity of Identity: Who am I?” (Blackboard) • Kugler (2012), “Valuing the Individual by Breaking Through Assumptions” • Emerson, Fretz & Shaw (2011) select readings from <i>Writing Ethnographic Fieldnotes</i> (Optional, but this will help you with your field experience) <p style="color: green;">Reading reflection #1 due Online registration for your field experience</p>
<i>Topic 3: Globalization</i>	
February 17	<i>Topic:</i> It’s a small world...
5	<p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 5 & 7

		<ul style="list-style-type: none"> • Darling-Hammond (2010) Selected reading (Blackboard) <p>Reading reflection #2 due</p>
Topic 4: Language		
6	February 24	<p><i>Topic:</i> What does it mean to be an immigrant student? Bilingual policies, reform, and strategies</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 8 • García (2005), “Who are these children, their families, and communities?” (Blackboard) • Salas (2009), “Defending Bilingual Education” • Krashen (2009), “Bilingual Education Works” <p>Wiki Task 2</p>
7	March 2	<p><i>Topic:</i> Working with English language learners</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • <i>Working with English Language Learners</i>- come prepared to discuss assigned chapter (Course Reserves in Library) • Noguera & Wing (2006), “Language culture and access” (Blackboard) • Hanson-Rautiainen (2009), “Language lessons: Using student assistants to bridge culture and language” <p>Reading reflection #3 due</p>
8	March 9	<i>Spring Break</i>
9	March 16	NO CLASS MEETING Work day: Work on group wiki’s
Topic 5: Gender		
10	March 23	<p><i>Topic:</i> “Girls on one side and boys on the other.”</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 10 • AAUW Report, 1992 (Blackboard) • Fedders, 2006 (Blackboard) • Weaver-Hightower, 2003 (Blackboard) <p>Reading reflection #4 due Wiki Task 3 due</p>
Topic 6: Religion		
11	March 30	<p><i>Topic:</i> Christian privilege</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 9 • Schlosser (2013), “Christian Privilege: Breaking a Sacred Taboo” • Eck (2013), “See you in Court” <p>Reading reflection #5 due</p>

Topic 7: Impact of students' socioeconomic status in education		
12	April 6	<p><i>Topic:</i> Does poverty matter?</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 13 • Hartas, D. (2011) "Families' social backgrounds matter: Socio-economic factors, home learning and young children's language, literacy and social outcomes" (Blackboard) <p>Reading reflection #6 due Wiki Task 4 due</p>
13	April 13	<p><i>Topic:</i> Do all children have an equal access to a quality education?</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Gorski (2013) <p>Wiki Due</p>
Unit 8: Special education		
14	April 20	<p><i>Topic:</i> Special education history and laws</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Cushner (2015), Chapter 12 <p>Reading reflection #7 due</p>
15	April 27	<p><i>Topic:</i> Children's realities</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Schwarz (2006) All <p>Respond to classmates' wikis Field Experience Journal with field experience documentation forms due</p>
Topic 9: Social justice education		
16	May 4	<p><i>Topic:</i> Social Justice Education and Final thoughts</p> <p><i>Assignments due:</i></p> <ul style="list-style-type: none"> • Johnson (2013), "What can we do?" • Freire (1998) Fourth Letter from <i>Teachers as Cultural Workers: Letters to those Who Dare to Teach</i> (Blackboard) <p>Final reflection and puzzle piece due (bring the puzzle piece to class).</p>

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

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

ASSESSMENT RUBRIC(S):

All rubrics are on Blackboard