

COURSE SYLLABUS – Fall 2006

- 1. Course Prefix and Number:** CUI 545-01 (Thursday, 5:00-7:50)
- 2. Course Title:** Diverse Learners
- 3. Credits:** 03
- 4. Course Prerequisites:** Admission to M.Ed. program in teacher education or admission to post-baccalaureate licensure program or lateral entry teacher.
- 5. For Whom Planned:** Required for M.Ed. Classroom Practice Track program and post-baccalaureate program candidates
- 6. Instructor Information:**

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Hours for advising or course-related conferences: Monday 11:30 a.m. to 4:30 p.m.; Tuesday, 3:00 to 4:00 p.m., Wednesday and Thursday 2:00-4:00 p.m.; other times by appointment.

7. Course Purpose/Catalog Description: Provides students with a broad base of knowledge and skills to increase their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies.

8. Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goal and Learning Outcomes: This course is designed to assist candidates in their deconstruction of debilitating “isms” through an exploration of diversity with an emphasis on race/ethnicity, religion, socioeconomic class, gender, sexual orientation, language (ESOL/limited English proficiency/English language learners); learning exceptionalities; and age. Students will also investigate how instructional technology can be effectively utilized in teaching to diversity. Overall, this course should enable students to meet the following NC Diversity Standards (see syllabus item 15 for course alignment with INTASC, NBPTS, NETS, and NC Core Standards):

NC DIVERSITY STANDARDS

Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Standard 2: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.

Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.

COURSE OBJECTIVES: Specifically, this course should enable students to:

- analyze the “isms” and their effect on the practice and institutionalization of schooling [NC Diversity #4]
- demonstrate an awareness of competencies related to teaching students from culturally diverse backgrounds based on ethnicity (race, language, national origin, and religion), socioeconomic class, gender, age, etc. and demonstrate an awareness of competencies related to teaching students with learning, physical, behavioral, and emotional disabilities [NC DIVERSITY #1,#2; INTASC #3; NBPTS #1]
- describe their expectations regarding culturally diverse and exceptional needs students [NC Diversity #4, #6; INTASC #9; NBPTS #4]
- describe the legal, historical, philosophical bases for educating culturally diverse and exceptional needs students [NC Diversity #4; INTASC #5; NBPTS #4]
- demonstrate a working familiarity with terminology related to teaching students with exceptional needs in the regular classroom [NC Diversity #4; INTASC #7; NBPTS #1]
- identify several learning strategies that can be used to accommodate culturally diverse and exceptional needs students [NC Diversity #1; INTASC #5; NBPTS #1]
- identify methods that instructional technology can be used to facilitate the teaching and learning of culturally diverse and exceptional needs students [ISTE-NETS]
- identify national, state, and local resources available to assist them in planning and implementing instruction for culturally diverse and exceptional needs students [NC Diversity #1, #3; INTASC #7, 10; NBPTS #4, 5]
- describe a collaborative model for working with culturally diverse and exceptional needs students and their parents/caregivers [NC Diversity #3, #5; INTASC #10; NBPTS #5]

10. Attendance and Professionalism: In this course, we will create a community of reflective learners. In all aspects of our communications with one another, we will remain professional and helpful. In my role as a facilitator, I will guide and support your learning; however, you are ultimately responsible for your learning in this course. *All class members will abide by the UNCG Academic Integrity Policy as well as the UNCG Student Code of Conduct. The integrity policy may be viewed and downloaded at the following URL:*

<http://academicintegrity.uncg.edu/>. The Code of Conduct may be viewed and downloaded from:

*<http://studentconduct.uncg.edu/policy/code/>. You are expected to attend and actively participate in all class sessions, as your contributions are invaluable to the learning of you colleagues. If you must be absent for any reason please notify me by phone or email prior to your absence. *More than one 3-hour absence from class will adversely affect your grade, as it is impossible to make up total class time missed in terms of class interaction and discussion.* Nevertheless, you are responsible for material covered during absences. *You are expected to submit all assignments on time, to arrive on time to each class, and to come to class prepared.* Lack of preparation (i.e., not completing reading assignments or other non-graded assignments) will adversely affect your grade for this course.*

11. Evaluation Methods and Assignments: The allocation of course assignments is noted below with descriptions to follow; detailed instructions and rubrics will be distributed well in advance of each assignment's due date. Please ensure all papers are typewritten or word-processed. Deductions will be taken on late assignments.

Attendance and Participation	20 %
Professional and Pedagogical Knowledge and Skills	40 %
Reflection & Professional Growth	40%

ATTENDANCE AND PARTICIPATION: Everyone is required to attend each class. Your grade will be based on attendance, participation in activities, and professionalism.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS

Web-Based Resources: Learning pods will research a particular category of diversity and develop a fact sheet and annotated list of web-based resources related to meeting the needs of students from that particular category.

Service Learning Project (Preservice Candidates): Undergraduates will have to select a community-based organization that serves the needs of diverse students and complete 10 hours of service with the organization. After completing the service you will need to develop an action plan that makes some kind of contribution to the organization.

Action Research Project (Practitioners): In consultation with me, you will have to design and implement an action research project that focuses on 1-3 low performing students. You will need to collect data over a 3-4 week period and submit your research report by the end of the semester.

Reflective Interpretive Inquiry (RIQ Project): Everyone will have to complete a case study of a school and community. The RIQ instructions will be distributed the first day of class since you will be collecting data for the project over the course of the semester.

REFLECTION AND PROFESSIONAL GROWTH

Class Reflections: To be emailed to the instructor within 24 hours of the end of each class meeting. In essence, I want you to respond to the following question: How did today's class help you as a teacher?

Critical Incident: The purpose of this paper is to provide you with an opportunity to describe a culturally relevant experience in which you have been engaged and its impact on your teaching and/or philosophy of teaching.

12. Text(s)/Readings/References:

Required

Langer de Ramirez, L. (2006). *Voices of diversity: Stories, activities, and resources for the multicultural classroom*. Upper Saddle River, NJ: Pearson.

Supplemental Readings as assigned by the instructor.

Recommended

Gollnick, D. & Chinn, P. (2006). *Multicultural education in a pluralistic society (7th Ed)*. Upper Saddle River, NJ: Pearson. The e-textbook version may be obtained at the following website: www.safarix.com. **PLEASE NOTE THAT YOUR SUBSCRIPTION TO THE E-TEXTBOOK IS ONLY FOR 150 DAYS AND YOU ARE LIMITED TO DOWNLOADING/PRINTING ONLY 20% OF THE TEXT.**

13. Topical Outline: See schedule.

14. Recommended Text(s) and/or Readings:

Baber, C.R. (1995). Leaders of color as catalysts for community building in a multicultural society. *Theory and Research in Social Education*, 23(4), 342-354.

Baber, C.R. (2000). Multicultural education. In Kazdin, A.E. (Ed.) *Encyclopedia of Psychology*, pp. 0944-1 to 0944-14. New York: American Psychological Association and Oxford University Press.

- Banks, J.A. & Banks, C.M. (2003). *Multicultural education: Issues and perspectives (5th ed.)*. New York: John Wiley & Sons.
- Bennett, C.I. (2003). *Comprehensive multicultural education: Theory and Practice (5th ed.)*.
- Cole, R.W. (Ed.) (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Crawford, J. (1995). *Bilingual education: History, politics, theory and practice*. Los Angeles, CA: Bilingual Education Press.
- Cusher, K. & Brislin, R.W. (1996). *Intercultural interactions: A practical guide*. Thousand Oaks, CA: Sage.
- Davidman, L. & Davidman, P.T. (2001). *Teaching with a multicultural perspective: A practical guide (3rd ed.)*. New York: Longman.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.
- Dettmer, P.A., Dyck, N.T., & Thurston, L.P. (2002). *Consultation, collaboration, and teamwork for students with special needs (3rd ed.)*. Boston: Allyn & Bacon.
- Friend, M. & Bursuck, W.D. (2002). *Including students with special needs: A practical guide for classroom teachers (3rd ed.)*. Boston: Allyn & Bacon.
- Fu, D. (1995). *My trouble is my English*. Portsmouth, N.H.: Boynton/Cook.
- Gay, G. (Ed.) (2003). *Becoming multicultural educators: A personal journey toward professional agency*. San Francisco: Jossey-Bass.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Gay, G., Slaughter, B.C., & Baber, C.R. (1995). Why aren't we getting along? *Holistic Education Review*, 8 (2), 30-39.
- Heath, S.B. & McLaughlin, M.W. (Eds.) (1993). *Identity and inner-city youth*. New York: Teachers College.
- hooks, b. (2003). *Teaching community: A Pedagogy of hope*. New York: Routledge.
- Howard, G.R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.
- Jencks, C. & Phillips, M. (1998). *The black-white test score gap*. Washington, D.C: Brookings.
- Jones, T. G. & Fuller, M.L. (2003). *Teaching Hispanic children*. Boston: Allyn & Bacon.
- Kleinfeld, J.S. & Yerian, S. (Eds) (1995). *Gender tales: Tensions in the schools*. New York: St. Martin's.
- Ladson-Billings, G. (2001). *Crossing over to Canaan*. San Francisco, CA: Jossey-Bass.
- Landsman, J. (2001). *A White teacher talks about race*. Lanham, MD: The Scarecrow Press, Inc.
- Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education (4th ed.)*. New York: Longman.
- Nieto, S. (2000). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.
- Pang, V.O. & Cheng, L.L. (Eds.) (1998). *Struggling to be heard: The unmet needs of Asian Pacific American children*.
- Santa Ana, O. (Ed.) (2004). *Tongue-tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield.
- Shade, B.J., Kelly, C. & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association.
- Soltero, S.W. (2004). *Dual language: Teaching and learning in two languages*. New York: Allyn & Bacon.
- Tatum, B.D. (1999). *"Why are all the Black kids sitting together in the cafeteria?"* Boulder, CO: Basic Books.
- Tiedt, P.L. & Tiedt, I.M. (2005). *Multicultural teaching: A handbook of activities, information, and resources (7th ed.)*. Boston: Pearson.
- Tse, L. (2001). *"Why don't they learn English:?" : Separating fact from fallacy in the U.S. language debate*. New York: Teachers College.
- Valdes, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College.
- Watkins, W.H., Lewis, J.H., & Chou, V. (2001). *Race and education: The roles of history and society in educating African American students*. New York: Allyn & Bacon.
- Wood, J.W. (1998). *Adapting instruction to accommodate students in inclusive settings (3rd ed.)*. Upper Saddle River, New Jersey: Merrill.

15. Alignment with State and National Standards (INTASC and NBPTS are incorporated in the DPI Core and M.Ed Standards):

DPI Core Standards (see course Blackboard for descriptions)	DPI M.Ed. (see course Blackboard for descriptions)	DPI Diversity Standards (see course Blackboard for detailed descriptions)	NCATE Standards (see course Blackboard for descriptions)
3. Successful in Teaching a Diverse Population of Students	B. Knowledge of Learners	1. Content Knowledge	1.Content Knowledge
	C. Research: C.3	2. Knowledge of learners	IV. Diversity: 4.1, 4.4
	D. Content Knowledge: D.4	3. Collaboration	
5. Reflective About Their Practice	E. Professional Development and Leadership: E.1	4.Acknowledgement of Multicultural Society and World	
		5. Leadership	
6. Respect and Care About Students		6. Reflection and Advocacy for Educational Equity	

16. Course Schedule

WEEK	TOPIC/ASSIGNMENTS	READINGS – As Announced in Class
1 8/17	Introductions and Overview of Course Foundations of Teaching Diverse Learners	
2 8/24	Focus on Class	
3 8/31	Focus on Race and Ethnicity	
4 9/7	Focus on Language	
5 9/14	Critical Incident Due	Presentations
6 9/21	Focus on Religion	
7 9/28	Focus on Gender	
8 10/5	Focus on Exceptionality	
9 10/12	Web-Based Resources Due	Presentations
10 10/19	Focus on Age	
11 10/26	Service Learning Project or Action Research Project Due	Presentations
12 11/2	Service Learning Project or Action Research Project Due	Presentations
13 11/9	Making a Commitment to Equity Education	
14 11/16	Dr. Baber at NCSS –No FTF Meeting Blackboard Discussion	
11/23	Happy Thanksgiving – No Class!!!	
15 11/30	RIQ Projects	Presentations
16 12/7	RIQ Projects Course Evaluations	Presentations