

## COURSE SYLLABUS

1. **Course Number:** EDU 496
2. **Course Title:** *Foundations of Teaching Diverse Learners*
3. **Credits:** 1 semester hour
4. **Course Prerequisites/Corequisites:** Admission to Alternative Licensure Program (NC TEACH or “A” Licensure-Only ); EDU 493: Introduction to Instructional Planning, EDU 494: Fundamentals of Assessment, EDU 495: Fundamentals of Classroom Management
5. **For Whom Planned:** Alternative licensure candidates working toward North Carolina Initial “A” Licensure
6. **Instructor Information**

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Course will also be delivered by instructors with expertise in special education.

7. **Catalog Description:** This course is designed to provide candidates with introductory knowledge and skills to facilitate 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 cared 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 Goals and/or Objectives:** Overall, this course should enable students to meet the following principles of the Interstate New Teacher Assessment and Support Consortium (INTASC):

- #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
- #5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- #7 The teacher plans instruction based upon knowledge of subject matter, students, the community and the curriculum goals.
- #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- #10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Specifically, this course should enable students to:

- 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.;
- demonstrate an awareness of competencies related to teaching students with learning, physical, behavioral, and emotional disabilities;
- describe their expectations regarding culturally diverse students and students with exceptional needs;
- identify several learning strategies that can be used to accommodate cultural diversity and exceptionalities; and
- identify resources available to assist them in planning and implementing instruction for culturally diverse students and students with exceptional needs, including appropriate instructional technology.

10. **Teaching Strategies:** Lecture, class discussion, conferences, student presentations, electronic discussions, school observations, demonstrations

11. **Evaluation Methods and Guidelines for Assignments:**

**Attendance/Participation** - Everyone is required to attend ALL sessions of this module. Your grade will be based on attendance, participation in activities, and professionalism. While some students are more verbal than other students, a discussion board will be available for class entries.

**Reflective Essay #1** – Each candidate will complete a 5-7, typed, double-spaced essay that reflects upon and personalizes 6 key diversity issues: racism, sexism, classism, religious intolerance, homophobia, and exceptionality. Detailed instructions and the rubric for this assignment are attached. **Date Due:—this assignment is due at the FIRST class meeting for this module; NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

**GROUP Web-based investigations** - Small groups of candidates will research various racial/ethnic groups, religious groups, and exceptionalities. A list of teaching resources will be developed for sharing with the whole class. **Date Due:**

**Reflective Essay #2** – Each candidate will write a reflection paper that discloses his/her journey through this course. Where were you regarding diversity when you entered this course? How did you evolve during the course? Where are you at the end of the course?  
**Date Due:**

### GRADING

Your grade will be based on your ability to follow directions, your grasp of course material, and the quality of your work. All assignments are equally important and will be assessed based on the level of analysis, synthesis, clarity, coherence, and completeness.

#### Point Values

Essay #1 (Personalizing Diversity)	Due	20 points
Group Web-Based Investigations	Due	10 points
Essay # 2 (Journey Through the Course)	Due	20 points
TOTAL		50 points

**LATE WORK PENALTY:** Late work will be subject to a penalty.

### 12. Required Texts:

Course Reader available via Blackboard and/or E-Files

### 13. Topical Outline:

#### Session 1

Who are we?

Towards a rationale for culturally relevant pedagogy

- Privilege Walk
- Personalizing Diversity
- “Why aren’t we getting along?”
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**Assignment Due:** Essay #1, Personalizing Diversity

#### Readings:

1. Gay, G., Slaughter, B. C. & Baber, C.R. (1995). Why aren’t we getting along? *Holistic Education Review*, 8(2), 30-39.
3. Pivik, J. McComas, J., & LaFlamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69, 97-107.

### **Session 2**

Focus on Ethnicity/Race and Class (Ethnicity includes religious and language diversity)

#### **Assignment Due:**

**Readings:** Chapters 2, 3, 6, and 7 from Gollnick, D.M. & Chinn, P.C (2002). *Multicultural education in a pluralistic society* (6th ed). Upper Saddle River, NJ: Merrill/Prentice-Hall.

### **Session 3**

Focus on Gender and Exceptionalities

#### **Assignment Due:**

#### **Readings:**

Chapters 4 and 5 from Gollnick, D.M. & Chinn, P.C (2002). *Multicultural education in a pluralistic society* (6th ed). Upper Saddle River, NJ: Merrill/Prentice-Hall.  
Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *Journal of Special Education*, 36, 131-138.

### **Session 4**

Theory to Practice

- Resources
- Culturally Relevant Pedagogy in Classrooms and Schools

#### **Assignment Due:** Group Web-Based Investigations

#### **Readings:**

Chapters 1 and 9 from Gollnick, D.M. & Chinn, P.C (2002). *Multicultural education in a pluralistic society* (6th ed). Upper Saddle River, NJ: Merrill/Prentice-Hall.  
Chapter 8 from Bowe, F. (2005). *Making inclusion work*. Upper Saddle River, NJ: Pearson Prentice-Hall.

#### 14. **Other Information:**

#### 15. **Recommended Texts and or/Readings:**

- Artiles, A.J. & Zamora-Durrán. (Eds). (1997). *Reducing disproportionate representation of culturally diverse students in special and gifted education*. Reston, VA: Council for Exceptional Children.
- 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. (1997). *Teaching with a multicultural perspective: A practical guide* (2<sup>nd</sup> ed.). New York: Longman.
- Derman-Sparks, L & Phillips, C.B. (1997). *Teaching/learning anti-racism*. New York: Teachers College Press.
- Dettmer, P.A., Dyck, N.T., & Thurston, L.P. (1996). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn & Bacon.
- Friend, M. & Bursuck, W.D. (2005, in press). *Including students with special needs: A practical guide for classroom teachers* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Friend, M. & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Fu, D. (1995). *My trouble is my English*. Portsmouth, N.H.: Boynton/Cook.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Gordon, E. W. (1999). *Education and justice: A view from the back of the bus*. New York: Teachers College.
- Grossman, H. (1994). *Classroom behavior management in a diverse society* (2<sup>nd</sup> ed.). Mt. View, CA: Mayfield.
- Harry, B., Kalyanpur, M. & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore: Paul H. Brookes Publishing.
- Kottler, E., Kottler, J.A., & Kottler, C.J. (1998). *Secrets for secondary teachers*. Thousand Oaks, CA: Corwin Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American Children*. San Francisco, CA: Jossey-Bass.
- 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.
- Moll, A.M. (2003). *Differentiated instruction guide for inclusive teaching*. Port Chester, NY: Peytral Publications.
- Pang, V.O. (2005). *Multicultural education: A caring-centered, reflective approach* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Salend, S.J. (2004). *Inclusive classrooms: Effective and reflective practices*. Upper Saddle River, NJ: Prentice Hall.
- Shade, B.J., Kelly, C. & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC: American Psychological Association.
- Vaughn, S., Bos, C.S. & Schumm, J.S. (2002). *Teaching exceptional, diverse, and at-risk students in the general classroom* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Wood, J.W. (2002). *Adapting instruction to accommodate students in inclusive settings* (4<sup>th</sup> ed.). Upper Saddle, NJ: Merrill/Prentice Hall.

16. **Alignment with State and National Standards:** See matrix.

<b>OBJECTIVES / GOALS</b>	<b>DPI</b>	<b>INTASC</b>	<b>ISTE /NETS</b>
Demonstrate an awareness of competencies related to teaching students from culturally diverse backgrounds	diversity standards 1.1; 1.2; 2.1;	3, 5	I- A (3); II-A ; IV-A
Demonstrate an awareness of competencies related to teaching students with learning, physical, behavioral, and emotional disabilities	diversity standards 1.3; 2.1; 2.2; 2.3	3, 5	III-B ; IV-B; I –A (3)
Describe expectations regarding culturally diverse and exceptional needs students	diversity standards 5.1; 5.3; 6.1; 6.2;	3, 5,	II-B ; III-C (formerly V-B)
Identify several learning strategies that can be used to accommodate culturally diverse and exceptional needs students	diversity standards 1.1; 1.2; 1.4; 2.1; 2.2; 2.3;	5, 7	II-A ; II-B ; II-C III-B
Identify resources available to assist candidates in planning and implementing instruction for culturally diverse and exceptional needs students	diversity standards 3.3; 3.4; 4.1; 4.2; 5.1;	9, 10	III-A ; VI-A ; VI-C; VI-D