

# George Mason University

College of Education and Human Development

EDUC 301 Educationally Diverse Populations: Handicapped, Gifted, Multicultural

3 Credits ~ Fall 2011 ~ Wednesdays ~ 7:20-10:00 p.m. ~ Robinson A 125

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Office Hours: By Appointment

## **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. Students with disabilities who need special accommodations are asked to notify the instructor immediately so that arrangements can be made.

## **Nature of Course Delivery:**

Students in this course will participate in individual and group activities structured around readings, discussions, and presentations.

## **Learning Outcomes:**

At the conclusion of this course, students will be able to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice as it relates to exceptional children and multicultural education;
2. identify components of elementary/ secondary school curriculum and different aspects of an educationally diverse elementary/secondary school classroom environment;
3. discuss laws related to exceptional children and diversity in schools;
4. examine the broader educational and social context which affects the work of the public school teacher.

## **Electronic Requirements**

Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts which must be accessed for information sent from the university or the Graduate School of Education. Go to [Http://mason.gmu.edu/](http://mason.gmu.edu/) for information on accessing email.

## **George Mason University Honor Code:**

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu). Code in the University catalog can be found online at <http://www.gmu.edu/facstaff/handbook/aD.html>.

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

## **George Mason University Policy on Disabilities:**

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at <http://www.gmu.edu/student/drc/>

**Readings and Materials:**

- Blackbourn, J. M., Patton, J. R., & Trainor, A. (2003). *Exceptional Individuals in Focus* (7<sup>th</sup> ed.). Upper Saddle, NJ: Prentice Hall.
- Barr, Robert D., Parrett, William H., (2007) *The Kids Left Behind*. Bloomington, IN: Solution Tree
- 3 Current Professional Articles regarding Multiculturalism or Multicultural Education – see assignment
- Other readings as assigned in class

*Students are asked to turn off all cell phones before the start of class.*

**Course Outline/ Schedule**

*(Note: Reading reflections and assignments are due on the day they are cited.)*

August 31	Introductions; Review Syllabus; Discuss experiences with educational diversity, and how Virginia schools are held accountable for educating diverse students
Class 1	*****
Sept. 7	<i>Exceptionality; Programs and Services; Blackbourn Chapters 1 &amp; 2</i>
Class 2	*****
Sept. 14	<i>Learning Disabilities, Attention Deficit/Hyperactivity Disorder; Blackbourn Chapters. 3 &amp; 4</i>
Class 3	*****
Sept. 21	<i>Emotional Behavior Disorders; Intellectual Disabilities; Blackbourn Chapters.5&amp; 6.</i>
Class 4	*****
Sept. 28	<i>Autism/PDD; Physical and Health Impairments; Blackbourn Chapters 7 &amp; 8</i>
Class 5	*****
Oct. 5	<i>Vision; Hearing; Blackbourn Chapters 9 &amp;10</i>
Class 6	*****
Oct. 12	<i>Speech &amp; Language Disorders; Giftedness; Blackbourn Chapters 11 &amp;12</i>
Class 7	*****
Oct. 19	<i>At Risk; Life Services; Parent and Family Involvement; Blackbourn Chapters 13, 14 &amp; 15</i>
Class 8	*****
Oct. 26	<i>New American Revolution; Schools Have Failed Children of Poverty; Barr Chapters 1 &amp; 2</i>
Class 9	<b>Multicultural Research Due</b> *****
Nov. 2	<i>High Performing – High Poverty Schools; Ensure Effective Leadership; Barr Chapters 3 &amp; 4</i>
Class 10	

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 Nov. 9      *Engage Parents, Community Partners; High Expectations for Poor and Diverse;*  
 Class 11    Barr Chapters 5 & 6  
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 Nov. 16     *Starting with Reading; Align, Monitor & Manage Curriculum;* Barr Chapters 7 & 8  
 Class 12    **Teacher Interview Due**  
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 Nov. 30     *Create a Culture of Data & Assessment; Build & Sustain Instructional Capacity;* Barr Chapters 9  
 Class 13    Barr Chapters 9 & 10      **Field Experience Journal Due**  
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 Dec. 7      *Reorganize Time, Space Transitions; A Matter of Personal Conscience;* Barr Chapters 11, & 12  
 Class 14  
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No **Final Exam**

### Course Assignments:

1. Class Participation: Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are present and engaged. In this regard, in class assignments/reflections will be used to engage your thinking on the day's topic. (100 points: 10 points for each of 10 class reflections)
2. Chapter Overview and Discussion: "Teach" the class a chapter from one of the texts. A signup sheet will be available in class. Write two thought provoking questions for class discussion based on the contents of the chapter, and lead a class discussion. Questions will be turned in. Time limited to 15 minutes. (100 points: 40 points for accurate, clear content; 30 points for interesting slides (not too many words per slide); 30 points for questions developed and discussion)
3. Class Presentation Complete one of the following 20-minute class presentations. A signup sheet will be available in class. Provide a handout for the class. Topic suggestions and Litigation Cases are posted on EDUC 301 Blackboard site.
  - A. Furthering Our Knowledge: Share additional information on one of the topics covered in this course regarding diverse populations. Your presentation and handout should include complete bibliographic information, extension of our knowledge-beyond the text, possible classroom application and/or curriculum/school connections. (100 points: 10 points for bibliographic information; 60 points for new knowledge; 30 points for connections to education)
  - B. Litigation Presentation: Present information on a law and court case that has had an impact on educating exceptional children and/ or children from diverse backgrounds. Your presentation and handout should include complete bibliographic information, summary of the court case, arguments of both sides, solicitation of classmates' opinions, judicial opinions and the case's influence on education. (100 points: 15 for clearly presenting the question before the Court; 15 points for providing background information about the disagreement; 20 points for stating both sides' arguments or opinions; 15 points for solicitation of the class' opinion; 15 points for state the judicial opinion(s); and 20 points for discussing the implications on today's schools)
4. Multicultural Research: Read three current professional journal articles on multiculturalism and/or multicultural education be ready to discuss them in class. Make 3 note cards for each source with proper references; include 2 key concepts per article and one quote from each source worthy of class discussion.

(100 points: 9 points for 9 cards, 3 for each source; 9 points for references, 3 points each source; 48 points for 2 key concepts per article, 8 points each; 18 points for quotes, 6 points each; 16 points for class discussion)

5. **Teacher Interview:** Interview a teacher to learn how this educator addresses the needs of exceptional children in the classroom. . Teacher interviewed should NOT be the same person you observed for the field observation, unless you observed more than one teacher. Design a list of at least five questions. Take notes or record the interview. Write a paper where you explain: (1) the grade level and demographics of the students with whom this teacher works, and the number of years this teacher has taught and scope of his/her experience; (2) the teacher’s responses to the questions you prepared; (3) a discussion of how this teacher’s responses connect to class discussions, your field observations and text information; and (4) a synthesis of what you think teachers must do in order to effectively address the needs of their exceptional students. (100 points = 10 points for grade, demographics of class, experience of teacher; 50 points for teacher’s response to 5 questions; 30 points for connecting to class/readings including 3 quotes; 10 points for what you think teachers must do for exceptional students)

**Field Experience Journal:** Ten hours of field observation are required for this course. Document your activities and observations during your field experience. Write five REFLECTIVE journal entries. Include questions you have about what you observe, as well as comments regarding what you learn. Your reflections should draw on and incorporate appropriate class readings and/or discussions. (100 points = 25 points for 5 journal entries explaining what happened; 25 points for at least one question(s) regarding each entry; 25 points for incorporating class readings and/or discussions per journal entry; 25 points for comments on what you learned in each entry)

**Grading Scale**

A=100-94; A- = 93-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-65

<b>A</b>	600 - 564	<b>B</b>	521 - 498	<b>C</b>	461 - 438
<b>A-</b>	564 - 540	<b>B-</b>	497 - 480	<b>C-</b>	437 - 420
<b>B+</b>	539 - 522	<b>C+</b>	479 - 462	<b>D</b>	419 - 390

**Assignments**

**Point Values**

Class Participation	100 points
Chapter Overview and Discussion	100 points
Furthering Our Knowledge or Litigation Presentation	100 points
Multicultural Research	100 points
Teacher Interview	100 points
Field Experience	<u>100</u> points
Total	600 points

**Evaluation:**

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded. All assignments are due at the beginning of class.

Revised 8/15/2011