



**Division of Division of  
Elementary, Literacy, Multicultural and Secondary Education**

**EDUC 301-003  
EDUCATIONALLY DIVERSE POPULATIONS: HANDICAPPED, GIFTED,  
MULTICULTURAL  
CRN 20937**

**Tuesday, 4:30 p.m. – 7:10 p.m.  
Robinson Hall A248**

**Spring 2012 - Semester**

**Professor  
Office phone  
Office location  
Office hours**

**Jorge P. Osterling, Ph.D.  
703-993-8136  
1506 Thompson Hall, Fairfax  
Tuesday, 1:30 p.m. – 4:00 p.m. or  
by appointment**

**E-Mail address  
Telephone  
Fax**

**<josterli@gmu.edu>  
703-993-8136  
703-993-5300**

**Blackboard 9.1 web-based course management:  
<https://mymasonportal.gmu.edu>**

**COURSE DESCRIPTION:**

**1. Course description from the 2011- 2012 University Catalog**

*“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.

## IMPORTANT NOTICES

EDUC 301-003 will include:

- a) The first seven sessions (i.e., until Spring break) will explore the characteristics of students with special needs. We will also study the legislation that affects special education along with the causes and classification of handicapping conditions with special needs students. This course will also review the history of special education and its impact of students of special needs.
  - b) Sessions eight to fourteen will be devoted to help students appreciate the richness that cultural diversity brings to our lives and to be able to establish classrooms in which all students children feel valued.
- Students with disabilities who need special accommodations are asked to notify the instructor immediately so that arrangements can be made.
  - Ten hours of field observation are required for EDUC 301. Document your activities and observations during your field experience.

EDUC 301-003 uses the new Blackboard 9.1 system as a supplemental tool. To access Blackboard at George Mason University.

1. To access Courses 9.1, log in at <http://mymason.gmu.edu>, click on the Courses tab and locate your course link in the 9.1 Course List.
  2. EDUC 301-003 This course will be listed in your ***“My Courses”***
- Students are asked to turn off all cell phones before the start of class.

## COURSE DELIVERY:

EDUC 301-003 students will participate in individual and group activities structured around cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and students-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

No final exam. In lieu of a final exam, you are asked to submit a final project for this class.

## LEARNER OUTCOMES:

EDUC 301-003 is designed to enable undergraduate students 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.

The following '*Technology Outcomes*' are infused into the learning opportunities throughout EDUC 301. Students are expected to demonstrate the following skills:

1. Ability to use email, course website tools (i.e., *Blackboard 9.1*) including online discussion and chat;
2. Ability to use word processor to produce quality written documents;
3. Ability to create Power Point documents and produce a quality presentations

## COURSE ASSIGNMENTS

Course Assignment	Final grade points
<b>Class participation/ in-class assignments</b>	<b>10</b>
<b>Chapter overview and discussion</b>	<b>15</b>
<b>Class presentation</b>	<b>25</b>
<b>Multicultural Research</b>	<b>25</b>
<b>Final Essay</b>	<b>25</b>
	<b>100</b>

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.
2. **Chapter Overview and Discussion:** “Teach” the class a chapter from one of the texts.
  - 2.1. A signup sheet will be available in class.
  - 2.2. Write two thought provoking questions for class discussion based on the contents of the chapter, and using PowerPoint slides, facilitate/ lead a class discussion. Questions will be turned in.

3. **Class Presentation** Complete one of the following 20-minute class presentations. A sign-up sheet will be available in class. Provide a handout for the class.

3.1. Furthering Our Knowledge:

Share additional information on one of the topics covered in this course regarding culturally, linguistically and ability diverse (CLAD) 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.

3.2. Legislation Presentation:

Present information on a law and court case that has had an impact on educating culturally, linguistically and ability diverse students. Your presentation and handout should include complete bibliographic information, summary of the legislation and/or court cases, arguments of both sides, solicitation of classmates' opinions, judicial opinions and the case's influence on education.

4. **Multicultural Research:**

Read three current peer-professional journal articles on multiculturalism and/or multicultural education and be ready to discuss them in class. Make three note cards for *each* source with proper references; include two key concepts per article and one quote from each source worthy of class discussion.

5. **Final Essay**

Choose a topic that interests you regarding educating CLAD student populations. Read at least three recently published articles in peer-reviewed professional journals on that topic. Write a three to five page essay synthesizing what you learned. Include comments on whether you believe the articles may influence your education philosophy or practice.

**REQUIRED TEXT**

Blackbourn, J. M., Patton, J. R., & Trainor, A. (2004). *Exceptional Individuals in Focus* (7th ed.). Upper Saddle, NJ: Prentice Hall.

Sleeter, Christine E., & Grant, Carl A. (2007). *Making choices for multicultural education five approaches to race, class, and gender*. Hoboken, NJ : John Wiley & Sons,

Other readings as assigned in class

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

Students should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance.

If a student believes that s/he will have difficulty meeting EDUC 301 requirements in a timely manner, please inform the instructor as soon as possible.

Students are expected to:

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
- Actively participate all Blackboard 9.1 sessions, to participate actively on the Blackboard 9.1 discussion board, and take part in all on-line activities.
- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Students must use their MASONLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu>

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

## UNDERGRADUATE GRADING SYSTEM

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credit hours is a measure of quantity, while the grade is a measure of quality. Faculty of record must assign a grade to all enrolled students at the end of the semester, term or part of term.

The university-wide system for undergraduate grading is as follows:

Grade	Points	Courses
A+	4.00	Passing
A	4.00	Passing

A-	3.67	Passing
B+	3.33	Passing
B	3.00	Passing
B-	2.67	Passing
C+	2.33	Passing
C	2.00	Passing
C-	1.67	Passing
D	1.00	Passing
F	0.00	Failing

No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course

### **George Mason University Policies**



The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting students, faculty, and staff conduct in university academic affairs. . Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following GMU's established policies.



## Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development holds the following five core values:



- **Collaboration**
- **Ethical Leadership**
- **Innovation**
- **Research-based practice**
- **Social justice**

## STATEMENT OF EXPECTATIONS

GMU CEHD students must abide by the following:

### Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. <http://academicintegrity.gmu.edu/honorcode/>).

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

### **Professional Behavior and Dispositions.**

See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

### **Responsible use of Computing**

<http://universitypolicy.gmu.edu/1301gen.html>

## **GMU STUDENT RESOURCES ON CAMPUS**

### **Office of Disability Services**

Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### **Writing Center:**

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

### **University Libraries**

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

### **Counseling and Psychological Services (CAPS)**

(703) 993-2380; <http://caps.gmu.edu>



**Tentative Course Schedule for EDUC 301 - 001  
Spring 2012**

**Tuesdays, 4:30 – 7:10 p.m.  
(Fourteen sessions, 2hrs 40 minutes' each)**

This EDUC 301 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 website of the Office of Disability Services is at <http://www.gmu.edu/student/drc/>

<b>Week/ Date</b>	<b>Topics, and Activities</b>
<b>Session One (01/24/2012)</b>	Introductions. Review Syllabus.  Discuss experiences with the education of culturally, linguistically and ability diverse students.
<b>Session Two (01/31/2012)</b>	<i>Introduction to Special Education: Exceptionality; Programs and Services available to students with special needs.</i>  Blackburn Chapters 1 & 2

<b>Session Three (02/07/2012)</b>	Learning and behavioral disorders: <i>Learning Disabilities, Attention Deficit/Hyperactivity Disorder</i> ; Blackburn Chapters. 3 & 4
<b>Session Four (02/14/2012)</b>	Learning and behavioral disorders: <i>Emotional Behavior Disorders; Intellectual Disabilities, autism</i> ; Blackburn Chapters.5& 7.
<b>Session Five (02/21/2012)</b>	Physical, sensory and communicative impairments: <i>Physical and Health Impairments: Blindness, deafness, speech disorders</i> ; Blackburn Chapters 8-11
<b>Session Six (02/28/2012)</b>	Other Exceptional areas/ Exceptional perspectives: <i>Giftedness, children and youth placed at risk; life-span service; parent and family involvement.</i> Blackburn Chapters 12 &15
<b>Session Seven (03/06/2012)</b>	At risk: Life services, parent and family involvement. Blackburn Chapters 13-15
<b><u>Spring Break</u></b>	
<b>Session Eight (03/20/2012)</b>	The changing face of American schools: beyond the deficit model
<b>Session Nine (03/27/2012)</b>	Nature of American education: philosophical/ ideological context and conflict. Sleeter & Grant, chapter one
<b>Session Ten (04/03/2012)</b>	Manifestations of culture in the educational settings: working with diverse populations. Sleeter & Grant, chapters 2 & 3.
<b>Session Eleven (04/10/2012)</b>	Cultural contact. Cultural diversity in the U.S. and in Virginia. Changing demographics. Sleeter and Grant, chapter 4.
<b>Session Twelve (04/17/2012)</b>	Cultural pluralism and instructional methods: issues in curriculum development and social policy. Sleeter and Grant, Chapters 5 & 6.
<b>Session Thirteen (04/24/2012)</b>	Models of multicultural education. All chapters of Sleeter and Grant are due!

<b>Session Fourteen</b> <b>(05/01/2012)</b>	Educating teachers for social justice in an age of accountability.
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