

College of Education and Human Development  
EDUC 301 Educationally Diverse Populations: Handicapped, Gifted, Multicultural-3 Credits

Fall Semester 2012 (Aug 27 – Dec 19) ~ Thursday ~ 4:30-7:10 p.m. Thompson L019

Instructor: Beverly J. Worek

Email: [bworek@gmu.edu](mailto:bworek@gmu.edu)

Phone: 703-830-1866

Office Hours: By Appointment

### **Course Description:**

This course is an introduction to educational issues; not applicable in graduate-level teacher education programs. It introduces students to the psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. It emphasizes litigation and legislation pertaining to education of diverse populations and requires school-based field experience during the semester. The class meets 3 hours per week.

### **Nature of Course Delivery:**

A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, cooperative learning, media, Internet assignments, lecture, guest speakers, individual/group presentations and individual research.

### **George Mason University Policies and Resources for Students:**

Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

Counseling and Psychological Services – 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/>].

Office of Disability Services – 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 <http://ods.gmu.edu/>.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource) – 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/>].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

### **Core Values Commitment:**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### **Graduate School of Education**

Additional information can be found at our website: [www.gse.gmu.edu](http://www.gse.gmu.edu)

**Readings and Materials:** *Details regarding the Read and Respond readings will be placed on the Blackboard Discussion Board along with the response activity.* Readings are subject to change. Check Blackboard for detail. No text required.

Class 1 School and Sub-group Achievement in VA schools  
[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/](http://www.doe.virginia.gov/statistics_reports/school_report_card/)

Class 2 How VA complies with the No Child Left Behind Act  
[www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

Class 3 Understanding and support of Special Education students (Learning Disabilities)  
[http://www.idonline.org/article/Visual\\_&\\_Auditory\\_Processing\\_Disorders](http://www.idonline.org/article/Visual_&_Auditory_Processing_Disorders)  
<http://ttaconline.org/>

Class 4 YouTube: clips on Autism and ABA; student choices

Class 5 Gifted Students [http://www.ri.net/gifted\\_talented/character.htm](http://www.ri.net/gifted_talented/character.htm)

Class 6 Underachieving Black student  
<http://www.authorsden.com/visit/viewarticle.asp?AuthorID=33167&id=22758>

Class 7 High achieving schools  
[www2.ed.gov/programs/nclbbrs/2003/profiles/index.html](http://www2.ed.gov/programs/nclbbrs/2003/profiles/index.html)  
[timss.bc.edu/timss1995i/TIMSSPDF/T95\\_EffSchool\\_Chap1.pdf](http://timss.bc.edu/timss1995i/TIMSSPDF/T95_EffSchool_Chap1.pdf)  
[www.maine.gov/education/nclb/school\\_improvement/ninecharact.pdf](http://www.maine.gov/education/nclb/school_improvement/ninecharact.pdf)  
[wvde.state.wv.us/counselors/links/initiatives/key-elements.html](http://wvde.state.wv.us/counselors/links/initiatives/key-elements.html)

Class 8 Student Research – Gender Issues

Group 1 Boys and learning in elementary, middle, high school and college.

Group 2 Girls and learning in elementary, middle, high school and college.

Group 3 Teachers' interest in/fear of or dislike of the subject matter relative to student learning.

Group 4 Influence of literature, textbooks, advertising, etc.

Group 5 Influences of family, socioeconomic status, religion, etc.

Group 6 Teaching strategies, intentional and unintentional, that impact (positively and negatively) the learning of girls/boys.

Class 9 Student Choice of article --Safety and Learning for Gay, Lesbian and Transgender students in American schools

Class 10 Research one of the religious holidays (NOT one of your faith) noted on the GMU calendar.

Class 11 Religion in the public schools  
[http://www.adl.org/religion\\_ps\\_2004/prayer.asp](http://www.adl.org/religion_ps_2004/prayer.asp)

Class 12 TBA

Class 13 GMU Safeguards  
<http://universitypolicy.gmu.edu/general.html>  
<http://equity.gmu.edu/>

<http://ulife.gmu.edu/>  
<http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html>  
<http://universitypolicy.gmu.edu/code-of-ethics.html>  
<http://caps.gmu.edu/learningservices/>

*Students are not to use cell phones, communicate to others via technology nor access any other sites during class other than what is assigned.*

### Course Outline/ Schedule

*(Note: Read and Respond articles are listed above. Details regarding the reading will be placed on the Blackboard Discussion Board.)*

- Aug 30 Th     Introductions; Review Syllabus; Discuss experiences with educational diversity, and how  
Class 1        Virginia schools are held accountable for educating diverse students ; NCLB  
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- Sept 6 Th     Special Education  
Class 2        Due: School Report Card; Assigned Reading & Respond\*  
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- Sept 13 Th    Learning Disabilities; IDEA  
Class 3        Due: Assigned Reading and Respond\*  
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- Sept 20 Th    Autism; Other Health Impairments; ADD/ADHD  
Class 4        Due: Assigned Read and Respond  
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- Sept 27 Th    Eligibility and Acceptance of Special Education  
Class 5        Due: Assigned Read and Respond\*  
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- Oct 4 Th      Individual Education Plans and 504 Plans and Religion in Schools  
Class 6        Due: Assigned Read and Respond\*  
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- Oct 11 Th     Professional Learning Communities; Response to Intervention; Gifted Students  
Class 7        Due: Assigned Read and Respond  
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- Oct 18 Th     Economically Disadvantaged  
Class 8        Due: Assigned Read and Respond\*  
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- Oct 25 Th     Multicultural Discussions  
Class 9        Due: **Multicultural Research Due**  
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- Nov 1 Th      Underachievers: Black and Hispanic Students in American Schools Today  
Class 10       Due: Assigned Read and Respond\*  
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- Nov 8 Th      Multicultural Discussions and What Will You Do? Discussions

Class 11 Due: **Teacher Interview Due**

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Nov 15 Th Courageous Conversations

Class 12 Due: Assigned Read and Respond\*

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Nov 22 Th Final discussion of all topics

Class 13

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Nov 29 Th Thanksgiving

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Dec 6 Th Class Review of Movies

Class 14

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No Final Exam

### Course Assignments:

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. (200 points: 20 points for each for 10 class reflections and participation in class)

Assigned Read and Respond\*: The assignment will be given each week. Students are to place their responses on Blackboard Discussion Board. (200 points = 10 responses at 20 points each)

Be a Teacher for 15 Minutes: You want to be a teacher...here’s your chance! Create and present information to our class on a topic under **one** of the following headings: Furthering Our Knowledge; Court Case; or Learning about Other Cultures. Approval and signup required. (100 points: see values under Assignments on Blackboard)

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 3 key concepts per article and 2 quotes from each source worthy of class discussion. 100 points: 60 points for having 3 key concepts per article; 30 points for 2 quote from each source worthy of class discussion; 10 points to clear, complete references)

Professional Conversation with a Current Public School Teacher aka: Teacher Interview: Engage in a dialogue with a teacher to learn how this educator addresses the needs of exceptional children. Design a list of questions to begin/guide your discussion about diverse populations or PLCs or RTI. More details related to the topics will be given in class. Take notes or record the interview. A class discussion will be held on the topics. You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher’s perspective) concepts learned in the course. Please probe for examples to illustrate the teacher' comments. 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 worth 10 points; (2) the teacher’s responses to the questions you prepared. Also include a class connection statement related to what we have studied; a question that arises from what you learned and a comment about what you think teachers must do for exceptional students. (100 points = 10 points for grade, demographics of class, experience of teacher; 90 points for teacher’s response to 6 questions including a class connection statement, a question that arises from what you saw and a comment about what think teachers must do for exceptional students)

### 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>	700 – 658	<b>B</b>	608 – 581	<b>C</b>	538 – 511
<b>A-</b>	657 – 630	<b>B-</b>	580 – 560	<b>C-</b>	510 – 490
<b>B+</b>	629 – 609	<b>C+</b>	559 – 539	<b>D</b>	489 – 455

**Assignments**

**Point Values**

Class Participation (10 x 15 points each)	150 points
Read Responses (10 x 15 points each)	150 points
Be a Teacher for 15 Minutes	100 points
Multicultural Research	100 points
Professional Dialogue (aka: Teacher Interview)	100 points
Field Experience	<u>100 points</u>
Total	700 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.