

GEORGE MASON UNIVERSITY
College of Education and Human Development
EDUC 301-001; 3 credits
Educationally Diverse Populations—Handicapped, Gifted and Multicultural
Spring 2013



DAY/TIME: Tuesday, 4:30 p.m.-7:10 p.m.
INSTRUCTOR: Sydney A. Merz
OFFICE HOURS: By appointment only

LOCATION: Robinson A 210
E-MAIL: smerz@gmu.edu

PREREQUISITES: NONE

COURSE DESCRIPTION

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.

LEARNER OBJECTIVES

- Define terms and understanding in education through multicultural education, diversity, social justice, and diverse learners;
- Deconstruct the impact historical, economic, and social aspects of public school education has on diverse learners (i.e., ELLs, exceptional children, SES, etc) through course readings;
- Reflect on personal biases and how those biases may impact the way a teacher uses instruction in the classroom for all learners through course readings and book club;
- Discuss laws and case studies related to special education, gifted education and diverse learners;
- Examine the broader educational and social context, which impact the work of the public school teacher through field experience journals;
- Explore an educationally diverse population topic through research by writing a research paper and presenting findings during a class presentation.

NATURE OF COURSE DELIVERY

Students in this course will participate in individual and group activities structured around readings, discussions, and presentations. Active participation is an important element of this course. Students are expected to complete all class readings prior to each session in order to engage in active listening, dialogue, and sharing of ideas. Attendance is expected in order to fully engage in the learning activities during class.

REQUIRED TEXTBOOKS

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People.

Sleeter, C.E. & Grant, C.A. (2009). *Making choices for multicultural education: Five approaches to race, class and gender* (6th ed). Hoboken, NJ: Wiley.

Additional Readings, choose ONE

Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed). New York, NY: The New Press.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.

Recommended Readings

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation*. New York, NY: Broadway Paperbacks.

Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.

Noguera, P.A. & Wing, J.Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.

Takaki, R. (2008). *A different mirror: A history of multicultural America*. New York, NY: Back Bay Books/Little Brown and Company.

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.

Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.

Recommended Internet Sources

Classism <http://www.classism.org/>

Critical Pedagogy <http://www.freireproject.org/>

Ed Change <http://www.edchange.org/index.html>

Frontline Dropout Nation <http://video.pbs.org/video/2283603203>

George Mason University Library Education InfoGuide

<http://infoguides.gmu.edu/cat.php?cid=2136>

Henry Giroux <http://www.henrygiroux.com/>

Multicultural Education & Culturally Responsive Teaching

<http://www.ithaca.edu/wise/multicultural/> (good articles/resources)

Office of Special Education (U.S. Department of Education)

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Paulo Freire Project <http://www.freireproject.org/>

Purdue Online Writing Lab APA <http://owl.english.purdue.edu/owl/resource/560/01/>
 Rethinking Racism- Colorblindness <http://www.wycc.org/>
 Sexual Orientation Links http://www.ithaca.edu/wise/sexual_orientation/
 U.S. Department of Education <http://idea.ed.gov/>
 Virginia Department of Education <http://www.doe.virginia.gov/>

COURSE REQUIREMENTS/ASSIGNMENTS

BOOK REVIEW

You are required to read one of the additional/recommended books provided in the syllabus. You will meet with other classmates to discuss the book during class time. Additionally, you will write 5-6 page reflection; please do not use more than a paragraph to summarize the book. Each book will have separate discussion questions that need to be answered. These discussion questions can be found on Blackboard. Additionally, please be sure to make reflections and connect to the readings, class discussions and field observations. Please submit the book review on Bb by 4:30 pm on May 14th. Rubric is provided below.

	4	3	2	1
Content	The content of the review is addresses the discussion questions and appropriate to the topic.	The content of the paper is mostly relevant to the discussion questions and somewhat appropriate to the topic.	The content of the paper is barely relevant to the discussion questions and scarcely appropriate to the topic.	The content of the paper is not relevant to the discussion questions and is not appropriate to the topic.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat unclear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
Reflection/Analysis	The reflection and analysis is very well formed and connects to material discussed in class.	The reflection and analysis is present but somewhat formed and somewhat connects to material discussed in class.	The reflection and analysis is handout is barely informative and lack connections to the material discussed in class.	The reflection and analysis is not informative and does not make connections to the material discussed in class.
Page Limit	Paper is 5-6 pages in length	Paper is less than 5 pages but more than 4 pages.	Paper is less than 4 pages but more than 3 pages.	Paper is less than 3 pages.
Citations/APA	The paper includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.

CLASS REFLECTIONS-FREE WRITES

Each lesson you will be required to do a “free-write” on your thoughts about the day’s topics and readings. Your reflections should be about the day’s assigned reading, the class discussion and your relationship about the topic. Your reflection is not a summary, but a critical analysis of how the topic/discussion/reading(s) have influenced you as a future teacher. The free writes are due before the start of every class and each free-write is equivalent to 1% point of your final grade. As you write, you should build upon each week’s lesson in how it is framing your thoughts of teaching diverse learners. There is no minimum or maximum length for your free-write. Please use the journal feature to input your weekly free-write. Rubric is provided below.

	4	3	2	1
Clarity of Writing	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat unclear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Readings	The reflection addresses all the required readings for the class.	The reflection addresses all but one of the required readings for the class.	The reflection addresses misses more than one of the required readings for the class.	The reflection is incomplete.

FIELD EXPERIENCES JOURNAL (6 Reflections)

Students will be required to attend **12 hours** of field service with **two different teachers** at an accredited school in the area. You are required to observe in **FIVE two-hour increments**, with **additional two, one-hour** observations during a PLC meeting and/or an afterschool program.

To begin the field placement process you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than February 15th**. Ms. Lauren Clark, Mason’s Field Placement Specialist, can answer any questions or concern you may have about your field placement. Be sure to have your field supervisor sign the Field Experience Documentation Form http://cehd.gmu.edu/teacher/fieldexperience/Field_Experience_Documentation_Form.pdf and attach the form to your field experience journal. (30 points)

You will be required to document their activities and observations during each field experience. After each field experience, you must hand in his/her journal to the instructor. In the reflections, you should questions you may have about what they have observed, as well as comments regarding what you have learned. These reflections should draw on what is being discussed in class as well as incorporate appropriate class readings. You will submit your reflections on Bb. The due dates of each journal are found in the timeline below. Please keep your reflections to 2-4 pages. Some guiding questions during the observation may be...

- What was the lesson about?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?

- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?

Some guiding questions as you write each reflection...

- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- How is the fieldwork shaping your understanding of the profession?
- What makes this observation different from the other observations?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

Rubric is below.

	4	3	2	1
Connection to Theory/Reading and Practice	The entry shows a clear connection between theory/reading and practice.	The entry somewhat shows a connection between theory/reading and practice	The entry barely shows a connection between theory/reading and practice.	The entry does not show a connection between theory/reading and practice.
Clarity of Writing	The entry is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The entry is somewhat unclear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The entry is somewhat clear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The entry is unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Connection to Class Discussion/Readings	The entry is clearly connected to classroom discussion and provokes thoughtful discussion.	The entry is connected to classroom discussion and provokes some thoughtful discussion.	The entry is somewhat connected to classroom discussion and provokes discussion.	The entry is not connected to classroom discussion and does not provoke discussion.

Note: If a journal entry or the final reflection is missing, your grade will be dropped one letter grade.

RESEARCH IN EDUCATION DIVERSITY PAPER & PRESENTATION

You will be required to choose a topic that interest them regarding educationally diverse populations. You will read at least six, peer-reviewed* journal articles on that topic. You will write a 7-8-page paper synthesizing what you have learned. For example, you will describe the topic you have chosen as well as explain why you have chosen this topic. Secondly, you will analyze and synthesize the information in the articles. Thirdly, you will describe how the readings influenced the way you think about diversity in the classroom. Finally, you will defend how this topic influences your future as a teacher. In conclusion, summarize your thoughts and how this research does or does not advance our way of knowing for educationally diverse students in regard to teaching and learning. Please post your paper on Blackboard before class

on April 30th. (Choose a topic that interests you regarding educating students from diverse backgrounds. Research the topic using the following: required readings, recommend readings and resources, and recently published articles in peer-reviewed education journals on your topic).

Additionally, each student will present 10 minutes on what they have learned from the articles; whether or not the articles have influence you in regard to teaching and learning, as well as your educational philosophy and practice. This presentation will be conducted through a poster presentation format, explained in detail during the first month of class.

Professional dress is required for the Research in Educational Diversity Presentation. Additionally, students must e-mail their presentation to the instructor 48 hours in advance to ensure proper information is being presented along with proper PowerPoint etiquette. Bates College gives some great advice on using PowerPoint effectively....
<http://www.bates.edu/ils/2011/how-do-i/software/powerpoint-presentation-tips/> Rubric for the presentation is below (10 points).

	4	3	2	1
Presentation	The presenter spoke clearly and was able to encourage and answer questions professionally.	The presenter was sometimes difficult to hear. Presenter was able to answer questions professionally, but did not encourage questions.	The presenter was often difficult to hear. Presenter was unable to answer questions Able to answer questions professionally	The presenter was absent.
Citations/APA	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.
Appearance	The presenter uses poster and/or other media to convey information. Overall appearance is very pleasing.	The presenter uses poster and/or other media to convey information. Overall appearance is pleasant.	The presenter uses poster and/or other media to convey information. Overall appearance is sloppy.	The presenter does not use poster and/or other media to convey information.
Content	Research objective, main points and summary are explicit	Research objective, main points and summary are implicit.	Research objective, main points and summary are unclear	Research objective, main points and summary are not presented.
Author Identification	Information is clear and informative with complete author identification.	Information is mostly clear and informative with most author identification.	Information is not clear and informative with little author identification..	Information is not clear and informative with no author identification..

Below, I have divided this assignment into five manageable tasks. In addition, through out the course there will be opportunities to discuss your progress and attend to any questions about the paper.

Task 1: Topic

In one paragraph explain what you plan to research. What interests you? Why does this topic interest you? What do you hope to learn? (2.5 points) Due via e-mail before class on Feb 12.

Task 2: Bibliography

Develop a bibliography list of 6 peer-reviewed articles (that we have not read in class) you believe is relevant to your topic. The bibliography must be in APA format. (2.5 points). Due before class on Feb. 26th to Bb.

Task 3: Annotated bibliography

Write an annotated bibliography of all the peer-reviewed articles (from in class and outside of class) you plan to use in your final paper. The annotated bibliography must be in APA format. (5 points). Due before class on March 26th to Bb.

Task 4: Draft of paper

Bring to class a well-prepared draft of your final paper for peer review. (5 points) In class activity on April 9th. Bring hard copy! Peer-reviewer rubrics will be provided in class.

Task 5: Final Paper due on last day of class. (10 points) Due before class on April 30 to Bb.

	4	3	2	1
Content	The content of the paper is relevant to the audience (i.e. discusses current issues and is practical) and clearly explains why the topic was chosen.	The content of the paper is mostly relevant to the audience (i.e. current issues and is practical) and somewhat explains why the topic was chosen.	The content of the paper is barely relevant to the audience (i.e. current issues and is practical) and hardly explains why the topic was chosen.	The content of the paper is not relevant to the audience (i.e. does not discuss current issues and is not practical) and does not explain why the topic was chosen.
Clarity of Writing	The paper is clearly written; punctuation, grammar, and spelling do not detract from the message of the paper.	The paper is somewhat clear; punctuation, grammar, and spelling somewhat interfere with the message of the paper.	The paper is somewhat unclear; punctuation, grammar, and spelling interfere with the message of the paper.	The paper is very unclearly written; punctuation, grammar, and spelling interfere with the message of the paper.
Reflection/Analysis	The reflection and analysis is informative and about the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is present but somewhat formed and somewhat about the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is handout is barely informative and lacks the way the student thinks about diversity in the classroom and as a future teacher.	The reflection and analysis is not informative and does not make connection to diversity in the classroom and as a future teacher.

Summary/Conclusion	Conclusion emerges logically from main ideas.	Conclusion is logical extension of the rest of the essay, but may be somewhat weak.	Conclusion “goes through the motions” and lack focus.	Conclusion is incomplete and/or missing.
Citations/APA	The paper includes at least six citations from course readings or other sources. All six are cited according to APA 6 th ed. guidelines.	The paper includes at least six citations from course readings or other sources. Four to six citations are cited according to APA 6 th ed. guidelines.	The paper includes four or five citations from course readings or other sources. All sources are cited according to APA 6 th ed. guidelines.	The paper includes three or less citations from course readings or other sources. All sources are cited according to APA 6 th ed. Guidelines.
Page Limit * (does not include references or cover page)	Paper is 7-8 pages in length	Paper is less than 7 pages but more than 6 pages.	Paper is less than 6 pages but more than 5 pages.	Paper is less than 5 pages.

EVALUATION

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics will be assigned for each assignment. All rubrics are posted on Blackboard under Assessments as well as in this syllabus.

Requirements

Percentage

WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS

<i>Field Experience Journals (6 reflections at 5 points each = 30 points)</i>	30.0%
<i>Book Review (15 points)</i>	15.0%
<i>Research in Education Diversity Tasks and Paper (25 points)</i>	25.0%
<i>Research in Education Presentation (10 points)</i>	10.0%

PARTICIPATION/ATTENDANCE

<i>Discussion and Weekly Free Writes Class (20 points)</i>	20.0%
TOTAL POINTS/PERCENTAGE	100.0%

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

TENTATIVE COURSE SCHEDULE

	Date	<i>Unit 1: Race, Ethnicity and Culture</i>	Readings/Assignments Due
1	Jan 22	<p>Introductions, Expectations, Goal statement</p> <p><i>Role of public education</i></p> <p>What is the role of education? What is a teacher? What is a teacher's purpose? What is culture? Realities of education today for culturally, linguistically, & ability diverse students Falk (2012) "Understanding Diverse Perspectives" (Handout) Course overview, Field Experiences, Research project</p>	
2	Jan 29	<p><i>Who am I?</i></p> <p>Review free-writes Break into groups for two course readings Bennett DMIS and Intercultural Competence Inventory of Cross/Cultural Analysis Okun (1991) Activity How culturally literate am I? (In-class Activity from Sleeter)</p>	<p>Sleeter; pp 88-101</p> <p>Tatum (1997) "The Complexity of Identity: Who am I?" (Bb)</p> <p>Zhao (2010) "Preparing Globally Competent Teachers" (Bb)</p> <p><i>Free Write</i></p>
3	Feb 5	<p><i>Multicultural Education: A Historical Perspective</i></p> <p>Review free-writes Action Research Activity #1-in Class What is culture? Review Review Judicial and Legislative Mandates-Handout Case Study #1-Handout Little Rock Nine</p>	<p>Sleeter; pp 3-11; 25-34, 42-60</p> <p>Cushner et al (2000) "Socializing Agents of Culture"</p> <p>Gay (2004), "Beyond Brown" (Bb)</p> <p>CHOOSE BOOK!</p> <p><i>Free Write</i></p>
4	Feb 12	<p><i>Multicultural Education Theories</i></p> <p>What multicultural theory best fits you beliefs? Review of Banks, Mitchell, Sleeter and Grant Montreal's Multicultural Education Textbook analysis—Where's the diversity? Don't forget to sign up for your field experiences!!! https://cehd.gmu.edu/endorse/ferf</p>	<p>Sleeter; pp 163-192 Banks(1993)pp 5-12;19-21;33-35(Bb) Bring TEXTBOOK (any) Burnett (1994) "Varieties of ME"(Bb) Task 1 <i>Free Write</i></p>
<i>Unit 2: Language Learners</i>			

5	Feb 19	<p>Meet at Fenwick Library Room A 244 for first half of class with Anne Driscoll.</p> <p style="text-align: center;">Language Learners-Part 1</p> <p>Guest Speaker from ODIME or ELI Who are our language learners? Are you a language teacher? Global Citizenship and language: Speaking Tongues Does language shape our culture or does culture shape our language?</p>	<p>Come with research idea to play around with during the library session.</p> <p>Sleeter p. 55-58; 61-69</p> <p>Deutscher (2010) Does language shape the way we think? (Bb) <i>Free Write</i></p>
6	Feb 26	<p style="text-align: center;">Language Learners-Part 2</p> <p>Guest Speaker from ODIME or ELI <i>Lau vs. Nichols (1974)</i> and other cases (handouts) Concept of World Englishes-language of power “English-isms” Dual language learning and bilingualism-myths and realities Institutional aspects</p>	<p>Goldenberg (2008) “Teaching ELLs, what the research does-does not say” (Bb) Kachru (2005) “Teaching and Learning of World Englishes” (Bb) Task 2 <i>Free Write</i> BRING LAPTOPS TO CLASS</p>
Unit 3: Religion & SocioEconomic Status (SES)			
7	Mar 5	<p style="text-align: center;">Diverse Religious Beliefs</p> <p>Private Freedoms of Religion <i>Wisconsin v Yoder (1972)</i> and other cases Public Freedoms Ethical Issues BOOK CLUB!</p>	<p>FCPS Guidelines (Bb) Cushner et al (2000) (Bb) <i>Field Experience Entry 1 (at least 1 session)</i> <i>Free Write</i> BRING LAPTOPS TO CLASS</p>
8	Mar 12	Spring Break-No Class	
9	Mar 19	<p style="text-align: center;">Socio-economic Status (SES)</p> <p>Poor Kids and Lalee’s Kin Alternate Assessments, NYTimes Editorial (2011) (Bb) Reflection Questions What can you do?</p>	<p>Sleeter pp, 16-18; 140-147 Hartas (2011) “Families’ social backgrounds matter...” (Bb) Kozol (2005) “Still separate, still unequal” (Bb) Cushner et al SES (Bb) <i>Free Write</i></p>

Unit 4: Gender and Sexual Orientation		
10	Mar 26	<p style="text-align: center;">Gender and Sexual Orientation</p> Possible Guest Speaker from Women and Gender Studies and/or LGBTQ office Sex Stereotyping How is sex/gender evident in your life? Observing gender differences (Cushner) Roles of Women; Sexual Orientation; A Matter of Experience?
		Sleeter pp 11-16, 51-52; 59-61 Schmidt et al (2011) Bb Fletcher and Russell (2001) Task 3 <i>Free Write</i>
Unit 5: Students with Disabilities and Gifted Education		
11	Apr 2	<p style="text-align: center;">Students with Disabilities</p> Guest Speaker from ODS Guest Speaker -Student How is a student considered to have a disability? Inclusive Classrooms
		Sleeter pp 18-19; 46-68 Chapman pp i-17 Field Experience Entry 2 <i>(Sessions 2, 3, 4)</i> <i>Free Write</i>
12	Apr 9	<p style="text-align: center;">Evaluating Needs of Student with Disabilities</p> Autism Spectrum What is an IEP? Evaluation and IEP Private vs. Public Schools Safeguards and Accommodations
		Chapman pp 19-32; 61-75; 77-91 Irvine (2012) "Complex Relationships.." (Bb) Task 4 <i>Free Write</i>
13	Apr 16	<p style="text-align: center;">Gifted Education</p> Characteristics of Gifted Children; Definitions and Identifications Five Gifted Students BOOK CLUB!
		Clark (2008) Chapter 10; pp. 361-366 Gallagher & Gallagher (1994) pp 3-10; 18-31; 36-53 <i>Free Write</i>
Unit 6: What's Next...		
14	Apr 23	<p style="text-align: center;">Multicultural Education and Social Justice</p> Where do we go from here? What have we learned? Revisit the ICCS; Goals of Education that reflect Diversity (Cushner in class) Research in Ed Diversity Presentations (see syllabus)
		Sleeter: Chapter 6 Research Presentations <i>LAST Free Write</i>
15	Apr 30	<p>Meet with your Book Club</p> Group work: Mawhinney, Rinke, & Park (2012)-"Being and Becoming a Teacher: How African American and White Pre-service teacher Envision Their Roles as Teacher Advocates"
		Sleeter: Chapter 7 Irish and Scrubb (2012) "Five Competencies for CRP teaching and

		(Bb) In Class – What does this mean for you? Submit group reports via Bb	learning” (Bb) Task 5--Research Paper DUE NO FREE WRITE
16	May 7	NO CLASS-Reading Day	Field Experience Entry 3 (Sessions 5 & 6)
Unit 7: Other Diverse Students			
17	May 14	No Exam-hand in Book Report	Book Review Due

Note: The Instructor reserves the right to alter the schedule as necessary.

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Don't steal or plagiarize anyone's ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don't lie to the instructor.
- Don't cheat inside or outside the class.
- If you have any hesitation, doubt or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

STUDENT EXPECTATIONS

- *Students shall attend all classes for the entire class session.* If you miss a class, it is your responsibility to find out what happened during that class. If you know you will miss a class, you must inform me ASAP. Participation, which constitutes 20% of your grade, is expected and is an essential part of class. Because we do participate in life and life gets busy and we get ill, one absence will be granted to each student during the semester. Any more absences reflects your participation in class, which hinders your grade. Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of class.
- You are required to read the assigned readings before each class in order to gain full participation and reach your highest learning potential. You will have readings every class. It is an expectation that you will read and familiarize yourself with the assigned readings so you can participate in class discussions and activities as well as submit your free-write to Bb before the class begins.
- Assignments must be submitted to Blackboard before the beginning of class on the specified date due or **no credit will be given.** All papers must have 1 inch margins, 12pt Times New Roman font, doubled-spaced with page numbers, and your name. All papers and citations are expected to use APA style. For further information on APA style, please consult <http://owl.english.purdue.edu/owl/resource/560/01/>. The instructor will not accept any late assignments. Also, please label all submitted documents with your last name and title of assignment (e.g., smerz.fieldjournal #1.docx).

- No cell phones (which includes no text messaging.)
- Laptops cannot be used without instructor permission. However, we will be using the Internet as a means to enhance our discussions as described in our tentative outline. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.
- You must use your MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. You are responsible for the content of university communications sent to your George Mason University email account and you are **required to activate your account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.**
- You must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>]
- If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services [See <http://ods.gmu.edu/>]. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.
- You must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- You must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- You are expected to exhibit professional behaviors and dispositions at all times.

CAMPUS RESOURCES

- 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/>].
- 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/>].

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>
- <http://www.prweb.com/releases/2012/11/prweb10095117.htm>

Appendix A: Field Experience Hours/Activity Log

Deliver this log to your mentor teacher on the first day of your field experience. You must complete a minimum of 12 hours of field experience, most of which will consist of observation, but may also involve interactions with individual students or small/large groups of students. At least two hours should consist of observing an extra-curricular or after-school activity: Faculty meeting, athletic practice, or club meeting. Your 12 hours should be spread across a minimum of seven sessions, with five single session lasting two hours. Submit this signed log to me by **May 7th, 2013. (You can drop it by my office in Thompson 1700)**

GMU Student: _____

Mentor Teacher/School: _____

Subject Area/Grades: _____

Date	Activities Observed	Activities as Participant (if applicable)	Total Hours

Grand total: _____

GMU Student Signature/Date: _____ / _____

Mentor Teacher Signature/Date: _____ / _____

Appendix B: Field Experience Letter

Dear Educator,

My name is Sydney Merz and I am a second-year doctoral student in the College of Education and Human Development at George Mason University. This semester I am teaching EDUC 301: Diverse Learners. This course is for students interested in learning more about education and as part of the course, students are required to complete 12 hours of field experience in a K-12 classroom. Specifically, these students are required to work with you and your students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 12 hours of field experience.

With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher. EDUC 301 provides an overview of the diversity of learners found in K-12 in the United States. This may be the first, and may be the only education course that the student is taking. Thus, each student will have widely varying levels of experience working with children and adolescents.

My expectations for this field experience include the following:

- Mason students will complete a minimum of 10 hours of observation with the possibility of general interaction with students in your classroom in two-hour increments (5 sessions total). Additionally, I am requiring students to observe two, one-hour of after school activities. Examples of acceptable extracurricular activities include faculty meetings, after-school dances, clubs, and athletic practices.
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of teachers in educational settings including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc. for diverse learners.
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or project, check papers or tests, and so forth.

Our hope is that this student will begin to work in your classroom by **February 26th**. Please note that field experiences should occur over a minimum of five visits to your classroom/school, with the duration being two hours only. These scheduled requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. Thank you for your support of this Mason student and his/her development as a future teacher.

Sincerely,

Sydney A. Merz
Doctoral student, International Education
College of Education and Human Development
George Mason University
smerz@masonlive.gmu.edu

Appendix C: Field Experience Approval

Date: _____

Mason Student: _____

Mentor Teacher: _____

School: _____

City, State, Zip Code: _____

Grade Level/Subject Area: _____

Mentor Teacher Phone: _____

Mentor Teacher Email: _____

I agree to support _____
(*Mason Student Name*) as he/she completes a minimum 12-hour field experience in my
classroom.

I understand that this Mason student will work with my students and me over a minimum of five sessions (each lasting two hours), and that all of these hours must involve direct interaction or observation with students. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students. Additionally, the student will be engaged in two hours of observation outside of the classroom, through faculty meetings, after-school programs, clubs, and athletic practices.

I understand that the goal of the Mason student's fieldwork is to gain experience with the day-to-day workings of a teacher and his/her students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

_____/_____
Mentor Teacher Signature **Date**

_____/_____
Mason Student Signature **Date**