

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education**

**EDUC 301-001: Educationally Diverse Populations—Handicapped, Gifted and
Multicultural**

3 Credits, Fall 2015

Wednesday, 7:20-10 p.m. Robinson Hall B106

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Office location: Not applicable

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COURSE DESCRIPTION:

A. Prerequisites

None

B. University Catalog 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.

C. Expanded Course Description

Not applicable

LEARNER OBJECTIVES

This course is designed to enable students to:

- Deconstruct the historical, economic, and cultural structures in public education that have an impact on exceptional children, English language learners, students' socioeconomic status, race, and multicultural education;
- Reflect on personal biases and how such biases may influence the way a teacher uses instruction in the classroom for all learners;
- Discuss laws and major court cases related to exceptional children, English language learners, and diversity in schools;
- Examine the broader educational and social context, which impacts the work of the public school teacher;
- Investigate and research an educationally diverse population;
- Explore how social justice education can challenge current realities in schools and improve the education of diverse learners.

REQUIRED TEXTS

1. Cushner, K., McClelland, A., & Safford, P. (2012). *Human diversity in education: An intercultural approach* (8th ed.). New York, NY: McGraw Hill.
2. Gorski, P.C. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
3. Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Recommended Readings

- Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee: A Rethinking Schools Publication.
- 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.
- Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970).
- Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.
- Igoa, C. (1995). *The inner world of the immigrant child*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Kozol, J. (2005) *The shame of the nation :the restoration of apartheid schooling in America* New York : Crown Publishers.
- Kugler, E. G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.
- 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.
- Ore, T.E. (2009). *The social construction of difference and inequality: Race, gender and inequality* (5th ed.). New York, NY: McGraw-Hill.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: 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.

Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

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>

Frontline Poor Kids <http://video.pbs.org/video/2306814133/>

George Mason University Library Education InfoGuide

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

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

Multicultural Education & Culturally Responsive Teaching

<http://www.ithaca.edu/wise/multicultural/>

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/>

Poor Magazine <http://poormagazine.org/node/4215>

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 ASSIGNMENTS

Note: Assignments must be submitted into Bb by 11:59pm on the due date (unless another time is specified) or no credit is given.

A. Class Participation

Students are expected to attend all classes, arrive on time, and stay until the end of class.

Participation, which comprises 20% of your grade is expected and is an essential part of class.

Your participation will be broken into two parts:

Reflection participation: A written reflection on the readings AND a response to a peer's post will be due on BB **by the time of class**. No late response will be counted.

Class discussion leadership: You will each lead one session of readings (a few might be in pairs). An outline for the discussion must be submitted to BB two nights before you present. We will sign up for these in class.

B. School-Based Experiences

The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of

classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. You will be required to attend to a total of **10 hours** of school-based experience at an accredited school(s) in the area, plus **two of the ten hours are to be spent attending a faculty meeting, curriculum meeting, a PLC meeting and/or an afterschool program/activity**. You are required to observe in **four, two-hour increments**.

To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than September 15**. Ms. Comfort Uanserume, Mason's Clinical Practice Specialist, can answer any questions or concerns you may have about your school-based experience and/or placement. The sooner you sign-up, the better chances you will get placed quickly.

When you attend your field observations consider the following questions:

- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies?
- 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 connections did you make to the readings or our class discussion?
- What did you wish you saw? Why?

During your school-based experience, you are required to keep a reflective journal. The journal will include field notes and reflections on the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. In order to give you helpful and timely feedback you have the option of turning in a draft of field observation field notes and reflection on **March 25**. The final paper will be due **December 13 midnight**. **You must include a reflection on the following in APA format:**

- What were the lessons about?
- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

APA needs:

Cover page, running head, page numbers, subheadings, in text citations, and a reference list.

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and Field Experience Documentation Form and digitally attach the form to your field experience journal. This assignment will be **25%** of your final grade.

C. Person Like Me

(You must do the thing you think you cannot do. (1960) —Eleanor Roosevelt)

This assignment encourages you to branch outside your comfort zone and to reflect on who you are by honestly evaluating your own experiences in terms of the system(s) of privileges that have impacted your life. You must: (1) choose a site with which you are unfamiliar and might provide information that will help you in your career working with diverse students; (2) if you do not feel ready to see “an other” as “like you,” do not select that as a site right now; and (3) only do what feels safe, preferably going to any of these sites with a partner. You are to spend at least one hour at this site and begin a conversation with someone who is at the site. You are not to take notes and you may not video record/audio record while you are having this conversation-- the conversation should flow naturally. You may write down some notes after you get in your car/bus/bike. We will come up with typical questions for this conversation during the second week of class. In the end, you will design a reflective piece (graphic, concept map, poster, poem, etc.) which will include:

- information of the interviewee’s life
- how his or her life has been impacted by their unique experiences
- how that person is like you
- how those connections relate to your future teaching diverse learners

This assignment is due **Oct 7** and is worth **15%** of your final grade.

Possible Diversity Experiences include:

Category	Possible Experiences
Social class	-Attend a soup kitchen, standing in line and eating with those at the kitchen -Visit a social security office -Visit a homeless shelter
Religion	- Attend a service not of your predominant faith -Visit a center of worship and participate in a religious studies class (Sunday School)
Gender/ Sexuality	- Volunteer at a rape crisis center or battered women’s center - Visit a gay bar (students age 21 and older)
Race/Ethnicity	- Visit a minority house of worship - Shop in an ethnic neighborhood different than you own - Take part in an ethnic pride day event
Language	-Attend an activity, class or service not in your own language
Exceptionality	-Volunteer at a program for adults with disabilities -Volunteer with the Leukemia and Lymphoma Society - Volunteer in your field placement school's self contained classroom (with permission)

E. Community Walk

The community walk is tied to your school-based experiences. You will spend 1-2 hours in the community in which your school-based experiences are occurring. Detailed instructions and assignment guidelines are provided on Blackboard. It is encouraged that you do this activity in pairs, even if you are not at the same school. However, your final output is an **INDIVIDUAL** 5-

6 page narrative reflection. This assignment must be completed by **October 28**. This assignment will be **20%** of your final grade.

E. Blackboard Wiki Page on Education Diversity

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. On the wiki page you will need to: 1) describe the problem, 2) synthesize the information you learned, 3) describe how the readings influenced your way of thinking about students from diverse background, and 4) how it may influence your practice as a teacher. The wiki page must be in APA format and include at least 5 references of peer-reviewed articles and course readings. This assignment is broken down into five manageable tasks. In addition, throughout the course there will be opportunities to discuss your progress and attend to any questions about the wiki page. The following are the list of tasks:

Task 1: Topic

In one brief paragraph explain what you plan to research. What are you interested in learning about? Why does this topic interest you? What do you hope to learn? Think of this task as the beginning of a conversation about your project. Look through your books and other resources. Ideas may include: gifted education, double-labeled students, sheltered instruction, refugee students, home school students, autism, ELL instruction, culturally relevant pedagogy, military kids, Native American education, etc. **Due September 16**

Task 2: Bibliography - Due September 30

Develop a bibliography list of 8 peer-reviewed articles (that we have not read in class) that is relevant to your topic. The bibliography must be in APA format.

Task 3: Annotated bibliography - Due October 21

Write an annotated bibliography of 5 peer-reviewed articles (that we have not read in class) you plan to use in your final project. The annotated bibliography must be in APA format.

Task 4: Draft of wiki page - Due November 4

Bring to class a draft of your wiki page for peer review.

Task 5: Final Wiki Page- Due November 18

For the full description and expectations please refer to the rubric on Blackboard. You will also be responsible in providing feedback on three students' wiki pages.

Requirements	Percentage
<i>WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS</i>	
<i>Class Participation</i>	20.0%
<i>Field Experience Journal</i>	25.0%
<i>Community Mapping</i>	20.0%
<i>Person Like Me</i>	15.0%
<i>Task 1</i>	2.5%
<i>Task 2</i>	2.5%
<i>Task 3</i>	2.5%

Task 4				2.5%
Task 5				10%
TOTAL POINTS/PERCENTAGE				100.0%
A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69	
A = 93 – 96	B = 83 – 87	C = 73 – 77	F = 0 – 59	
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72		

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment. All rubrics are posted on Blackboard.

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY.

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Often times, there may not a right or wrong answer to the topics that we are discussing. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

2. COMMITMENT IS KEY

This course involves a lot of reading. Both the readings and assignments are based upon research to best prepare teachers as well as former students' suggestions for bettering the course. The assignments and readings build off each other week-by-week. Your brain will get tired as we dive through complex and sometimes controversial topics. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means that no texting, social media, and/or phone calls during class.

3. ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS

We have entered this safe learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. Yes most reading is done outside of the classroom, but how you make sense of the readings through varying perspectives is the focus of our class time. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas.

4. FOLLOW DIRECTIONS AND BE PROACTIVE

In my experience, most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Blackboard. Please pay attention to the

requirements of the assignments. If you don't know something, please do not assume; ask questions and be **proactive**.

Also, if you miss a class, it is your responsibility to find out what happened during that class. Because we do participate in life and life becomes busy and we get ill, **one absence** will be granted to each student during the semester. Additional absences reflect upon 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 information. If you know you will miss a class, be proactive and inform me as soon as possible. Again, this is when being proactive will pay off.

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 or visit oai.gmu.edu. 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. 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 either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at owl.english.purdue.edu. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact me immediately.

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.**

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>)
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>)
- c. 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, and program will be sent to students solely through their Mason email account.

- d. 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/>).
- e. 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 (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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/>

For additional information on the College of Education and Human Development Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

TENTATIVE COURSE SCHEDULE

	Date	Topic	Readings/Assignments Due
Society, Culture and Me			
1	Sept 2	<i>Introduction and Course Overview</i>	Wheatley (2002) <i>Willing to be disturbed</i>
2	Sept 9	<i>Historical perspective of U.S. society</i>	Cushner (2012) Chapter 1 (3-23) and 3 (66-77) Takaki (2002) <i>A different mirror</i> Field Experience
3	Sept 16	<i>Theory Behind Multiculturalism</i>	Cushner (2012) Chapter 2 (32-43; 49-59) and 3 (77-86) Banks (1993) <i>Multicultural education: Historical development, dimensions, and practice</i> (3-11) Gay (2004) <i>Beyond Brown</i> Task 1
4	Sept 23	<i>Multiculturalism and Teaching</i>	Cushner (2012) Chapter 3 (86-102) and 4 (110-119; 121-132) Ladson-Billings (1995) <i>But that's just good teaching</i> Bring FCPS Textbook (can be checked out from the JC) Read book
5	Sept 30	<i>Privilege, Power and Oppression in Education</i>	McIntosh (1989) <i>Invisible knapsack (Group 1)</i> Gorski (2012) <i>Complicating white privilege (Group 2)</i> Chang & Au (2013) <i>You're Asian how can you fail math?</i> Chang (2013) <i>I Am a Product of Privilege and You Are, Too</i> Kugler (2012) <i>Valuing the individual by breaking assumptions</i> Task 2
Special Topics			
6	Oct 7	<i>Race and Ethnicity</i>	Cushner (2012) Chapter 6 Berlak (2013) <i>Race and the achievement gap (Group 1)</i> Kozol (2005) <i>Still separate and still unequal (Group 2)</i> Person Like Me
7	Oct 14	<i>Globalization</i>	Cushner (2012) Chapter 7 (216-224; 231-246) Darling-Hammond (2010) <i>Finland (Group 1); Singapore (Group 2)</i> Korea (Group 3) Bring a film, book, webcast, poem, etc. that you believe has multiple

			<i>perspectives</i>
8	Oct 21	<i>Language learners</i>	Cushner (2012) Chapter 8 (256-281) Deutscher (2010) Does language shape the way we think? Krashen (2009) Bilingual education works Goldenberg (2008) Teaching ELLs (optional) <i>Task 3</i>
9	Oct 28	<i>Language learners</i>	Li (2013) Promoting teachers of culturally and linguistically Diverse (CLD) Students as change agents (Secondary Teachers) de Jong et al. (2013) Enhanced knowledge and skills for elementary mainstream teachers of English language learners (Elementary Teachers) Selected Readings from Cary (On course reserve)-see Bb for activity for this reading <i>Community Walk</i> <i>Rough draft of Field experience journal (your choice to submit)</i>
10	Nov 4	<i>Religion</i>	Cushner (2012) Chapter 9 Schlosser (2013) Christian privilege breaking sacred taboo <i>Task 4</i>
11	Nov 11	<i>Gender and Sexual Orientation</i>	Cushner Chapter 10 (340-359) Sadker and Sadker (2009) Missing interaction GLSEN Research Brief AAUW report (1992) Scan the reading
12	Nov 18	<i>Special Education</i>	Cushner (2012) Chapter 12 Chapman (2008) Chapters 2, 3, 4, 8, (read Chapter 9 if you are specializing in Early Childhood) <i>Task 5</i>
	Nov 25		<i>Thanksgiving Break</i>
13	Dec 2	<i>Special Education</i>	Schwarz (2006) All <i>Comment on someone's Wiki page</i>
14	Dec 9	<i>SES</i>	Gorski (2013) Reaching and teaching students in poverty (Chapters 1,2, 3, 4, 5) Cushner Chapter 13 (optional) <i>Field Experience Journal due Dec 13 by midnight</i>

15	Dec 16	Final Class Meeting Bringing it all together	Gorski (2013) Reaching and teaching students in poverty Everyone (Chapters 6, 7, 8, 9, 10) TBD
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Note: The Instructors reserve the right to alter the schedule as necessary