

George Mason University
College of Education and Human Development

EDUC 301 (Course #71656 Section 002) - Educationally Diverse Populations:
Handicapped, Gifted, Multicultural
3 Credits, Fall Semester 2016
Thursdays 4:30-7:10 Krug Hall, 253

Faculty Name: Beverly J. Worek
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Office location: As arranged
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Prerequisites/Corequisites

None

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.

Course Overview

Students will learn about how students can be different because of being in Special Education, having a 504 plan, being racially, ethnically or religiously different/same, gifted, LGBTQ, or other differences.

Course Delivery Method

This course will be delivered using a lecture and discussion format. Students will be required to interview a public school teacher and complete 10 hours of observation of a public school teacher and do written assignments related to both.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Create a safe, challenging and enriching environment for all students.

Professional Standards

Not Applicable.

Required Texts

No text required. Readings will be online and selected by the instructor or student related to the topic or, for some presentations students can select a book of choice. Readings will be available through the internet as listed below. Details (and changes if made) will be provided in class and on Blackboard.

Readings for:

Class 2 School Report Card and Sub-group Achievement in VA schools and How VA complies with No Child Left Behind Act
http://www.doe.virginia.gov/statistics_reports/school_report_card/
www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Class 3 Understanding and support of Special Education students (Learning Disabilities) http://www.1donline.org/article/Visual_&_Auditory_Processing_Disorders
<http://ttaconline.org/> Class 4 Autism and ABA readings; student choices

Class 4 None unless assigned in class.

Class 5 Gifted Students http://www.ri.net/gifted_talented/character.htm

Class 6 Underachieving Black students TBA

Class 7 High achieving schools: What makes their students successful?

Class 8 Student Research - Gender Issues

Class 9 TBA

Class 10 Student Choice of article -- Safety for/Creating a Challenging Learning for Gay, Lesbian and Transgender students in American schools

Class 11 TBA

Class 12 Religion in the public schools
http://www.adl.org/religion_ps_2004/prayer.asp

Class 13 GMU Safeguards
<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/>

Class 14 TBA

Course Performance Evaluation

Students are expected to submit all assignments on time on Blackboard as directed.

***Assignments and Examinations**

This course will be graded on a point system, with a total of 700 possible points.

Class Participation and Class Reflections: 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. You must be present in class to earn these points. Class reflections are due prior to the next class meeting, BUT must be done within 14 days of class assignment due date to obtain credit. (150 points: 15 points for each for 10 class reflections and participation in class)

Read and Respond: The assignment will be given during class and on Blackboard. Students are to place their responses on Blackboard as directed in class. There will be 10 assignments. Read and Respond assignments due prior to the next class meeting, BUT must be done within 14 days of class assignment due date to obtain credit. (150 points = 10 responses at 15 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 approved topics related to student diversity. Approval and sign-up required. (100 points: see values under Assignments on Blackboard)

Multicultural Research: Read three current professional journal articles on multiculturalism and/or multicultural education and be ready to discuss them in class. Provide the following information for each source including proper references: 3 key concepts, 1 paragraph showing connections and applications, and 1 quote from each source worthy of class discussion. (100 points: 45 points for 3 key concepts per article; 39 points for making connections/applications of the articles, 15 points for a quote from each source worthy of class discussion, 1 point for proper references; No points given after the date specified in class)

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 diverse children. 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's comments. Respond in writing. Give 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. Use the following format for each of 5 topic of discussion. A. Write the question and the teacher's answer. (4 points) B. State the follow up question you asked and further knowledge you gained. (4 points) C. Tell about the connection that you made related to what we have studied this semester in EDUC 301. (4 points) D. What questions do you now have about what you learned about this diverse population? (4 points) E. In a summary paragraph, for this topic, explain, in detail, what you think teachers must do for diverse students. (4 points) Total 100 points

Field Experience: Observe a teacher, in a public school setting, for a minimum of 10 hours to include: at least 45 minutes in a Professional Learning Community meeting; and at least 45 minutes in a Special Education or IEP meeting or 504 screening meeting or 504 Plan meeting; and at least 7 hours in a special education or regular education classroom. A reflection paper is worth 100 points. Field Experience must be requested as described in class. Observations need to be done within the last 3 weeks of class. See Blackboard for the requirements.

There will be no formal tests or quizzes.

IMPORTANT: You will be posting your assignment to Blackboard. You can only do this once for each assignment. If you want to add to your points, you may revise your assignment, but it must be emailed to me at bworek@gmu.edu. Your revision must be done within one week of posting your assignment.

*** Other Requirements**

Attendance: This is extremely important. Anyone missing more than 3 classes will be required to do additional work, but no points will be added to the grade.

*** Course Performance Evaluation**

Grading Scale

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

Assignments

	Point Values
Class Reflections (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

*** Grading Policies**

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. Assignments will be awarded points as stated above. All assignments are due at the beginning of class.

Professional Dispositions

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

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

* Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

* Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

* Students are responsible for the content of university communications sent to their Mason 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.

* Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

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

Campus Resources

* Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

Tuesdays from 4:30 - 7:10 per Mason Calendar

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Field Experience Rubric

Name of School:
Subject:

Name of Teacher:
Number of Students Present:

Grade Level:
Number of Teachers Present:

Observational Topic	5	4	3-2	1-0
Description of the observation - written in a way that I feel like I am there and see/hear the entire interaction.	There is a clear, well-focused description of what you observed, written in a way to allow me to feel like I was present during the observation.	There is a description of the observational topic, but some details are missing to allow me to feel like I was present during the observation.	There is a description of the observational topic, but it is vague and details are missing which does not allow me to feel like I was present during the observation.	There is a description of the observational topic, but there are few details provided and it does not allow me to feel like I was present during the observation.
Description of how the student(s) acted/responded - written in a way that I feel like I am there and see/hear the entire interaction.	There is a clear, well-focused description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, allowing me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, but some details are missing to allow me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, but it is vague and details are missing which does not allow me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, students who are on-lookers, but there are no details provided and it does not allow me to feel like I was present during the observation.
Observation related to concept(s) of diverse populations	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 3 specific details/facts.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 2 specific details/facts.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 1 specific detail/fact.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 0 specific details/facts.

<p>Description of impact on you -- influencing you to become an exceptional teacher</p>	<p>There are 3 or more specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations.</p> <p>Minus ½ for vague description.</p>	<p>There are 2 specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations.</p> <p>Minus ½ for vague description.</p>	<p>There is 1 specific strategy or plan with a clear description about what you can do in your teaching to support diverse populations.</p> <p>Minus ½ for vague description.</p>	<p>There are 0 specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations. However, there are comments about how the observation helped you.</p> <p>Minus ½ for vague description.</p>
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