

**George Mason University
College of Education and Human Development
Graduate School of Education**

EDUC 301 B01 – Educationally Diverse Populations: Handicapped, Gifted, Multicultural
3 Credits, Summer 2017

Mondays/ Wednesdays 7:20 – 10:00 p.m. Thompson Hall: Room 2021 Fairfax Campus

Faculty

Name: Mike Richardson
Office Hours: By Appointment Cell Phone: 703 346 5783
Office Location: 1500/1600 Thompson Email Address: mricharg@gmu.edu

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. This class requires school-based field experience during course.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a discussion format.

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. All reading will be available through links and PDFs sent via email to students. Some readings may be posted on BB

Course Performance Evaluation

Students are expected to submit all assignments on time. They will be posted on Blackboard: Assignments. Completed assignments should be posted in the same location.

- **Assignments and/or Examinations**

Fieldwork experience is required.

All assignments (unless otherwise stated) are due by 4 pm on the due date and must be submitted on BB.

Attendance: This is extremely important. Anyone missing more than 2 classes will be required to do additional work, but no points will be added to the grade : (

• Assignments:	Point Values
Class Participation/ Class Reflections	10 points
Educational Autobiography	15 points
Diversity Issue Presentation	15 points
Critical Analysis (Final paper)	20 points
Diversity Experience Paper / Presentation	20 points
Teacher Interview	20 points
Total	100 points

Course Assignments:

Class Participation and Class Reflections 10 points Due: ongoing. 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. For each class attended in which you participate, .you will earn .066 of a point :)

Educational Autobiography 15 points Due: June 7. This assignment is meant to have you critically reflect on your own experiences in school. Many times teachers forget what's its like to be a student and have a difficult time noticing and understanding why a student is struggling. I cannot emphasize how important it is for teachers to reflect and write about their own journey in education. Reflect on your failures, successes, struggles, conflicts, the first time a teacher connected with you, the times you were most confused, and the experiences you found the most meaningful. 4 – 5 pages.

Diversity Issue Presentation 15 points Due: varies. Because teaching is a social, performance-based activity, you are required to research and present a current education issue (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups of two and/or three, you will lead the class for 30 minutes. This presentation is not a lecture, but an interactive presentation. You and your partner(s) will prepare a one-page handout including a reference list (minimum of five sources, APA style) to be handed out in class.

Topics & Due Dates

Cultural assimilation 6/12
Gender identity 6/14
Sexual orientation 6/14
Special Ed 6/19
ESL 6/19
Religious pluralism 6/21
SES (socio-economic status) 6/21
Learning styles 6/26
Race & Ethnicity 6/26
Struggling readers 6/28
Tolerance 7/05
Intercultural competence 7/05
Social justice 7/10
21st century classroom 7/12
Refugees 7/17
Globalism 7/19
Bilingual Education 7/24

Diversity Experience 20 points Due: July 5. This assignment gives you the opportunity to spend 1 to 2 hours in a setting where you have never been before in which you will encounter people who are different from you in at least one of the following ways: SES, religion, sexual orientation, language, race, cultural background, or physical ability. You may have someone accompany you who is familiar with the site (to act as a guide) or someone who is also unfamiliar with the area but will make you feel more comfortable. You may also visit the place you choose alone. Detailed instructions and assignment guidelines will be provided on Blackboard. You will write a 3-4 page narrative reflection on your experience and briefly present it to the class.

Possible Diversity Experiences include:

Category	Possible Experiences
Social class	<ul style="list-style-type: none">-Attend a soup kitchen, standing in line and eating with those at the kitchen-Visit a social security office-Visit a homeless shelter-Visit a Salvation Army or Goodwill thrift shop
Religion	<ul style="list-style-type: none">- Attend a service not of your predominant faith-Visit a center of worship and participate in a religious studies class (Sunday School)
Gender/ Sexuality	<ul style="list-style-type: none">- Volunteer at a rape crisis center or battered women's center- Visit a gay bar (students aged 21 and older)

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| 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
-Visit and/or volunteer at a Special Olympics event |

Teacher Interview 20 points Due: July 12. 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. You will be given the opportunity to share insights you have gained through your conversation that reinforce or negate (from the teacher’s perspective) concepts learned in the course. Please probe for examples to illustrate the teacher' comments. 2 – 3 page discussion/ analysis

Critical Analysis 20 points. Due: July 26. This final paper should be a critical analysis of your educational biography including significant reflection on the course experiences, your own original autobiography and course readings. You should answer, “How do I understand my own experiences differently after reading the course materials, field experience project and discussions?” This is the summative assignment in the course and should reference materials we read in class. This paper should be between 8-10 pages excluding references.

- **Evaluation:**

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. Rubrics will be posted on BB.

- **Other Requirements**

Attendance: This is extremely important. Anyone missing more than 2 classes will be required to do additional work, but no points will be added to the grade.

- **Grading**

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=69-60

Professional Dispositions

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

Class Schedule

Class meets Monday and Wednesdays from June 5, 2017 through July 29, 2017.

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	June	05	Course intro	<i>Mathematics</i> by Mos Def (in-class)
W	June	07	Your educational journey	DUE: Educational Biography (by 4 pm)
M	June	12	Cultural assimilation	DUE: Fallace, T.D. (2010). Was John Dewey ethnocentric? (On BB)
W	June	14	Gender identity; Sexual orientation	DUE: Ek, L D. (2009). "It's different lives": A Guatemalan American adolescent's construction of ethnic and gender identities across educational contexts. (On BB)
M	June	19	Special Ed; ELL	DUE: Welcome to Holland. http://www.child-autism-parent-cafe.com/welcome-to-holland.html http://www.ri.net/gifted_talented/character.htm
W	June	21	Religious pluralism; SES (socio-economic status)	DUE: https://www.adl.org/education/resources/tools-and-strategies/religion-in-public-schools/prayer
M	June	26	Learning styles; Race & ethnicity	DUE: https://www.learning-styles-online.com/overview/ https://www.learning-styles-online.com/inventory/questions.php?cookieset=y
W	June	28	Struggling readers	DUE: Triplett, C. F. (2007), The social construction of "struggle" (On BB)
M	July	03	UNIVERSITY CLOSED	NO CLASS : (
W	July	05	Tolerance; Intercultural competence	DUE: Diversity experience paper due (by 4 pm) http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/Definition_of_Intercultural_competence.pdf

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	July	10	Social justice	DUE: https://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo Diversity experience presentations
W	July	12	21 st century classroom	Due: Teacher interview (by 4 pm) https://www.edutopia.org/discussion/10-signs-21st-century-classroom Diversity experience presentations
M	July	17	Refugees	Due: http://www.unhcr.org/en-us/education.html Teacher interview presentations
W	July	19	Globalism	DUE: http://www.socialstudies.org/sites/default/files/publications/se/6305/630504.html
M	July	24	Bilingual education	DUE: https://www.ed.gov/news/speeches/importance-bilingual-education
W	July	26	Tying it all together	Due: Critical Analysis (by 4 pm)
F	July	28	EXAM	NO CLASS :(

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

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 Mason 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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