

George Mason University
College of Education and Human Development
Elementary Education

EDUC 301.001- Educating Diverse and Exceptional Learners
3 Credits, Spring 2018
Tuesdays 4:30 – 7:10 p.m. Robinson Hall A 243 Fairfax Campus

Faculty:

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

Course Delivery Method

This course will be delivered using a lecture format and discussion format with the potential option of a few virtual online sessions.

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. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

Required Texts

No text required; all reading will be available through the internet as listed below or on Blackboard. Details (and changes if any) will be provided in class and on Blackboard. See below for partial assignments.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- o **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- o **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Performance Evaluation

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date** (Blackboard). Late assignments will receive reduced credit. All assignments will be posted and should be completed on Blackboard.

- **Assignments (See below)**
- **Field Experience is required**
- **Participation in class is required**
- **No formal tests or quizzes**

Assignments	Point Values
Class Participation (12 x 5 points each)	60 points
Read and Respond Assignments (12 x 5 points each)	60 points
Lead Read and Respond in-class Discussion	40 points
Professional Dialogue (aka: Teacher Interview)	100 points
Field Experience	100 points
Total	450 Points

Assignment Details

Note: Please see Due Dates on Course Schedule.

Class Participation and Class Reflections:

Active participation in whole-group and small-group interactions is a crucial element of this class. The class participation grade will reflect the quality as well as quantity of the participation. Such participation can only occur when they are present, prepared and engaged. In this regard, in class assignments/reflections will be used to engage their thinking on the day's topic.

Points Available: 60 points; **Per Assignment:** 5 points; **Number of Assignments:** 12

Read and Respond:

This assignment will be given during class and in Blackboard: Details about what kinds of things the students will be reading and responding to. Students are to place their responses on Blackboard both in Assignment and in the Discussion Board. There will be a total of **12 assignments**. Read and Respond assignments are due prior to the next class meeting, BUT must be done within 14 days of class assignment due date to obtain credit.

Points Available: 60 points; **Per Assignment:** 5 points; **Number of Assignments:** 12

Lead Read and Respond In Class Discussion:

They will select an assigned R&R(s) class assignments and lead the class in a discussion. Facts and authors' opinions should be clearly presented by the class through their lead, as well as, current views, pros/cons, and peers' examples and opinions.

Points Available: 40 points

Multicultural Research:

Read three current professional journal articles on cultural pluralism and/or culturally responsive teaching and be ready to discuss them in class.

Provide the following information for *each* source including proper references:

- A. 3 key concepts **(45 points)**
- B. 1 paragraph showing connections and applications **(39 points)**
- C. 1 quote from each source worthy of class discussion. **(15 points, and 1 point for proper references)**

Points Available: 100 points

Professional Conversation with a Current Public School Teacher aka: Teacher Interview:

Engage in a dialogue with a teacher around **5 topics** with a current public school 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. They will be required to share insights they have gained through the conversation which reinforces or negates (from the teacher's perspective) concepts learned in the course. They need to probe for examples to illustrate the teachers' comments. Provide 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 topics of discussion:

- A. Write the question and the teacher's answer. **(4 points)**
- B. State the follow up question they asked and further knowledge they gained. **(4 points)**
- C. Tell about the connection that they made related to what they have studied this semester in EDUC 301. **(4 points)**
- D. What questions do they now have about what they learned about this diverse population? **(4 points)**
- E. In a summary paragraph, for this topic, explain, in detail, what they think teachers must do for diverse students. **(4 points)**

Points Available: 100 points

Field Experience:

Observe in a public school setting for a minimum of 10 hours. Make every effort to include an observation of a Professional Learning Community meeting and a Special Education or 504 meeting. Other observation hours can be in general education, special education, or English Language Learner classroom. A reflection paper, based on specific requirements given in class, is required. Field Experience must be request as described in class by visiting <https://cehd.gmu.edu/teacher/internships-field-experience>, How to request placement is in this site as well and how to document their Field Experience. **Register by Jan. 30, 2018.** No placements will be honored after **Feb. 9th**. Observations need to be done within the last 3 weeks of class.

Points Available: 100 Points

Attendance

Attendance is **mandatory** and **required**. It is directly tied to the class participation grade for this course. In the event that a class must be missed due to unavoidable extenuating circumstances, they need to communicate to the professor prior to the event or as soon as possible.

Students who miss more than 3 unexcused class sessions will receive a “one letter grade” deduction from the final grade in the course.

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. All assignments are due at the beginning of class. All assignments must be provided in the format provided in class.

Note: More detailed descriptions of assignments will be given in class.

Grading

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of 10% of the points available. All assignments must be submitted on the due date stated in class and should be submitted in the format outlined by the professor.

Letter Grade	Grade Percentage	Points
A+	100	450
A	94-99	423-449
A-	90-93	405-422
B+	87-89	391-404
B	83-86	403-373
B-	80-82	372-360
C+	77-79	359-346
C	73-76	345-328

C-	70-72	327-315
D	65-69	314-292

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. Use of computers/cell phones, etc. are limited in class to requests of the professor for learning purposes See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

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

Date	Topic	Reading/Assignment
Jan. 23 Class 1	Intro & Syllabus Review; Sympathy/Empathy; Intersectionality; School Accountability	*Sign up for Field Experience by next week, Jan. 30th. No placements make if not requested by Feb. 6. https://cehd.gmu.edu/teacher/internships-field-experience
Jan. 30 Class 2	Brief History of Ed; School Accountability: ESSA & VA Accreditation	*Sign up for Field Experience Due Today Historical Timeline: https://www.raceforward.org/research/reports/historical-timeline-public-education-us ESEA https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/ NCLB & ESSA https://www.ed.gov/essa?src=rn VDOE School Quality Profiles http://schoolquality.virginia.gov
Feb. 6 Class 3	Ableism; Impact of IDEA; Special Education; Intro to Learning Disabilities	https://sites.ed.gov/idea/about-idea/ http://www.ldonline.org/article/Visual & Auditory Processing Disorders http://ttaonline.org/ nces.ed.gov/programs/coe/indicator_cgg.asp
Feb.13 Class 4	Intro to Autism and Other Health Impaired	Student choice of readings on Autism, ABA and OHI www.autismspeaks.org/audience/school-age-children
Feb. 20 Class 5	Intro to other Special Education categories; Twice Exceptional	http://www.pbis.org/school/mtss http://www.2enewsletter.com/article_2e_what_are_they.html
Feb. 27 Class 6	Special Education Forms: Eligibility and IEP; 504	www.fcps.edu/academics/special-education/forms https://www.fcps.edu/node/32532

March 6 Class 7	Gifted Education: Characteristics; Identification; Discrimination & Disparities	National Association for Gifted Education: https://www.nagc.org/resources-publications/gifted-education-practices Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues; 6 Myths of Gifted Education that Lead to Overlooking Talented Minority Students http://www.ri.net/gifted_talented/character.htm
March 13	Spring Break – No Class	
March 20 Class 8	Culture and Multi-culture	Due: Multicultural Research-No points given after this date; What is it Multiculturalism

		Multicultural Education
March 27 Class 9	English Language Learners Hispanic Learners	WIDA www.oyez.org/cases/1973/72-6520 https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html
April 3 Class 10	Socio-Economic Class and Learning	The Trouble with the “Culture of Poverty” and other Stereotypes about People in Poverty; The Concentration of Poverty in Our Schools
April 3	Field Experience	Can begin observing now
April 10 Class 11	Religious Diversity; Political Diversity	Religious Diversity in Schools: Addressing the Issues http://www.adl.org/religion_ps_2004/prayer.asp ; Politics in the Classroom: How Much is Too Much? Due: Teacher Interview
April 17 Class 12	Students of Color Biracial/Multiracial	Racial/Ethnic Enrollment in Schools: https://study.com/academy/lesson/castaneda-v-pickard-decision-impacts.html The Aftermath of “You’re Only Half”: Multiracial Identities in the Literacy Classroom
April 24 Class 13	Gender; LGBTQ	LGBT Inclusive Curriculum: https://www.glsen.org/educate/resources/curriculum Schools Address Gender Inclusion to Ensure All Students Can Learn Teaching Tolerance www.tolerance.org/topics/gender-sexual-identity

<p>May 1 Class 14</p>	<p>Bullying; School Regulations; Classroom Dynamic; Intersectionality</p>	<p>Due: Field Experience https://ulife.gmu.edu/ https://universitypolicy.gmu.edu/ https://ds.gmu.edu/ https://learningservices.gmu.edu/ https://diversity.gmu.edu/services/ethics Teaching at the Intersections: https://www.tolerance.org/magazine/summer-2016/teaching-</p>
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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/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

