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| **Course** | EDUC 122/522 YLearners in Context (HYBRID) |
| **Term** | Fall, 2018 |
| **Instructor** | Name: Ginger Haynes Telephone: 336-721-2658 (Salem) Email: ginger.haynes@salem.edu or geeengersnaps@yahoo.com Office Hours: Mondays 4:30 – 5:30 or contact me to set up an appointment.If you have a question or need help, please use Salem email to contact me and/or to schedule a personal meeting.  |
| **Meeting Time** | EDUC 122/522 Monday, 5:40-8:20 p.m. face to face & online (per schedule below) |
| **Meeting Place** | EDU 122/522 Main Room 214 |
| **Course Description** | This course introduces diversity issues and potential implications for 21st century teaching and learning. After an exploration of their personal cultural context, students will explore diversity issues of race/ethnicity, language, gender, socio-economic status, age and development, exceptionalities, religions and family/community structure. Field experiences will connect culturally-responsive teaching practices with various aspects of diversity.  |
| **Conceptual Framework** | The philosophy of our Teacher Education program is grounded in the constructivist paradigm. We believe that all learners construct their understanding of the world as they look for meaning and order in their environments. Knowledge is developed through the interactions of internal and external factors. Experiences, prior knowledge, cultural tools, interactions with others, and the learner’s purpose shape learning. Learning occurs at different rates and in response to differing stimuli according to a learner’s existing cognitive structures, individual needs, interests, experiences, internal states, and motivation. The teacher’s role is to facilitate learning among all her/his students by creating the appropriate conditions in which learning is most likely to occur. Teachers create conditions of learning by setting realistically high expectations for all students, by understanding that errors are a legitimate part of the learning process, by celebrating approximations, by matching instruction to learners, by organizing the classroom effectively, and by using assessment to inform practice. Professional educators value diversity among their students and colleagues, continue their professional growth and development, and reflect upon their work as they seek to improve their practice. Professionals seeking advanced licensure use, design, and conduct research within their classrooms and assume leadership roles in their schools. |
|  | ***We believe all students are learners; teachers are responsible for creating the conditions of learning for all students.*** |
| **Texts and Required Readings** | Gollnick, D. & Chinn, P. (2016). *Multicultural education in a pluralistic society,* 10th ed. Upper Saddle River, NJ: Pearson \*\*Professional articles and/or multimedia presentations on specific course topics will be posted on Edu 2.0. |
| **Student Learning Outcomes** | **At the end of the course, students should be able to:** | **Method for Assessing this Learning Outcome** |
| 1. Develop a clear sense of personal ethnicity and cultural identity and the importance of reconciling issues of diversity education within own identity. | Reflective Paper, Cross Cultural Experience rubric, Community Cultural Panel Discussion and Reflection |
| 2. Examine personal and cultural assumptions and attitudes toward a variety of racial, ethnic, gender, socioeconomic, religious and different-ability groups. | Reflective Paper, Cross Cultural Experience rubric, Community Cultural Panel Discussion and Reflection, Video Reflections |
| 3. Understand culture as an influence on individual development. | Cross Cultural Experience rubric, Video Reflections |
| 4. Recognize the importance of studying the cultures of identified groups and understand ways in which children’s literature and other resources may enhance knowledge of an identified cultural group | Diversity Literature ePortfolio rubric, Video Reflections |
| 5. Consider current trends and issues of diversity in American education. | Cultural Clinical Reflections, Video Reflections |
| 6. Describe strategies for implementing classroom practices that promote respect for cultural diversity. | Cultural Clinical Reflections, District Diversity rubric, Video Reflections |
|  | 7. Describe components of climates of learning for diverse learners and teaching methods/materials that enable learners from diverse backgrounds and with diverse learning styles to achieve personal success. | Cultural Clinical Reflections, District Diversity rubric, Video Reflections |
| 8. Research local school districts and compose a list of what is offered to address diversity for teachers, staff and students. | District Diversity rubric |
| 9. Review the research on a topic of interest in the field of diversity in education and share findings with colleagues.  | Article Annotation rubric – EDUC 122Article Critique rubric – EDUC 522 |
| 10. Research cultures different from your own through a panel discussion; write a narrative to demonstrate understanding and share with classmates. | Community Cultural Panel Discussion and Reflection |
| **In and Out-of-Class Work:** | **\*\*One Salem College Credit is worth 3 semester hours. Students in a one-credit course can expect to spend, on average, at least 200 minutes per week in class and at least 400 minutes per week in out-of-class course-related work. Since this course requires fewer than 200 minutes per week in class, students are also required to do the following in lieu of extra class time:**

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| **Activity** | **Total minutes**  |
| Write a reflective paper discussing personal experiences with diversity. | 45 |
| Review and discuss a video relevant to multicultural issues in schools and classrooms and respond to classmates’ posts. | 60 |
| Attend one event contrary to normal cultural experience | 60 |
| Attend Comenius Symposium and write a reflective paper. | 135 |
| Spend at least 4 hours in a local school, observing in two different classrooms and use field to write a comprehensive demographic reflection | 240 |
| Prepare to participate in a round table discussion on a professional article centered on multicultural research. | 120 |
| Research local school districts and compose a list of what is offered to address diversity for teachers, staff and students.  | 120 |
| Research cultures different from your own through a panel discussion; write a narrative to demonstrate understanding and share with classmates.  | 120 |
| TOTAL | 900 |

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| **Pre-Requisite** | EDUC 522: Admission into the Teacher Education Program |
| **Co-Requisite** | None |
| **Standards** | **From Program Objectives for All Programs** Teachers demonstrate leadership* To demonstrate leadership in a classroom, the school, and in the profession.
* Teachers establish a respectful environment for a diverse population of

 students* To embrace diversity in the school community.
* Teachers facilitate learning for their students
* Demonstrate knowledge of intellectual and physical development of students.
* Demonstrate knowledge of social and emotional development of students.
* Teachers reflect upon their practice
* To participate in recommended activities for professional learning and development.
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| **Attendance** | Attendance at every campus session for HYBRID classes is imperative except in extreme emergencies. You are expected to attend every class and participate fully in class activities. The content of this course is too interrelated for you to miss class. Class activities and discussions are vital to learning and meeting course objectives. You should let the instructor know *as soon as possible* **BEFORE** class when you will be late or absent from a class. During the first class meeting, find a partner who will collect notes, handouts, papers, assignments, etc. for you in case you are absent**.** You are responsible for all work missed because of class absences. If you have more than two absences, you will likely not pass the course. The attendance policy will be strictly enforced. |
| **Disabilities** | In accordance with the Americans with Disabilities Act (ADA), Salem College seeks to provide reasonable accommodations for individuals with documented disabilities. A student who is eligible for accommodations should seek assistance through the Office of the Dean of Undergraduate Studies.See page 25 of the 2017 – 2018 edition of the *Salem College Academic Catalog* for additional information regarding ADA and the College policy relating to it. |
| **Policies and Expectations** | 1. **Your cell phone should *not* ring during class** – Please place cell phone in the off, silent, or vibrate position. You may check it during break –NOT during class. **DO NOT** send/read tweets/texts/email/etc. messages during class - talking while others are talking is inconsiderate. Courtesy is a value worth cultivating!
2. **Participate in all class discussions and activities**.
3. All work should be your own unless you credit other sources. Observe the Honor Code on all assignments. Plagiarism is a serious offense and will be addressed as such. If you are unsure about what constitutes plagiarism, check the Gramley Library website link for information and examples, or ask your instructor. Follow the Salem College Honor Code. Cite sources according to the *Publication Manual of the American Psychological Association* (6th edition).
4. Complete and turn in assignments on time - – due dates are listed on the

syllabus – plan accordingly. **Late work may not be accepted**. 1. Please use Times New Roman 12 pt. font, double-spaced, for all work, using APA (see above) style when applicable. Your work must be word-processed, spell-checked, **proofread, and corrected**. Your work will be evaluated for content, quality of the writing and mechanics. Teachers must write well and correctly! Please consult the Salem Writing Center if your writing skills require additional support.
2. You may not use Wikipedia as a research source for any course project.
3. When working with a group, you should complete your responsibilities in a timely fashion, and cooperate fully with group members. If difficulties arise, see me privately, well in advance of the presentation date.
4. Please treat others with kindness and respect. Model the kind of behavior you expect from your students. This includes attendance, punctuality, display of positive attitude, and cooperation. Please do not engage in sidebar conversations during whole group discussions.
5. Respect and maintain a professional confidentiality with faculty, colleagues, parents, and students.
6. Maintain a professional appearance and demeanor at any school site and at all school-sponsored events. Every time you enter a school, you are on an interview… No shorts, spaghetti strap tops, jeans, low-cut tops or pants, remove tongue rings, and wear a bra (past poor judgments necessitate this list).
7. Unless permission is granted (rare circumstances), **you will not be able to revise and resubmit assignments** – pay careful attention to the project description and grading criteria and upload your best effort.
8. **No extra credit work will be given.**
9. Use edu2.0 for the submission of all work. No work will be accepted via email attachment.
10. **CHECK YOUR SALEM EMAIL ACCOUNT EVERY DAY** and respond to emails in a timely manner (within 24 hours).
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| **Required****Course Projects** | Course assignment expectations and scoring guides/rubrics are available on in Edu 2.0 under assignments.**1. Reflective Paper: Your School Experiences with Diversity**Write a narrative paper regarding your personal school experiences with diversity.Include a summary and consider questions like the following:* What was the socioeconomic, racial, and home-language demographics of the students in your school(s)? What about the staff? Were these demographics reflective of your community, city?
* Did you experience any issues with diversity growing up?  If so, explain.  If not, why?
* What students did you come in contact with who were different from you?  How were they different?
* How did you react to students who were not like you?
* How did the school recognize different cultures?
* How were students grouped in your school(s)?
* How were students with disabilities treated in your school(s)?
* Did you experience any bias?  Explain.
* Any additional information you want to share?

**2. Video: Multicultural Issues and Student Differences in Schools**Search YouTube, TeacherTube, Vimeo, the internet, and any other resources you think of to locate one video that you think captures or speaks to the realities of multicultural issues and student learning differences. First embed the video in your answer. Second reflect about the video (why you selected it). Third include your about how to handle student differences in a classroom. REPLY- to at least three classmates. There are 6 components to this assignment: embed a video, reflect on the video, include ideas and comment to 3 classmates (counts as 3 separate components). You will receive points as follows:100 for including all 6 components83 for including 5 out of 6 components67 for including 4 out of 6 components50 for including 3 out of 6 components33 for including 2 out of 6 components  17 for including 1 out of 6 components 0 for not completing the assignment**3. Cross Cultural Experience** Each participant is required to complete a cross-cultural experience and to compose a 2-3-page reflection about it. The reflection should include details about the following elements:* a description of the experience
* what was known about the topic/ culture/ event prior to the experience
* thoughts about/reactions to the experience and any attitude or stereotype changes related to it
* how this experience **impacts your understanding of diversity** with regards to your educational practices and interactions with students

Cross-cultural experiences are those that inform a person about a social, cultural, religious, or ethnic/ racial group markedly different from his/her own. Therefore, students must select a cultural experience dissimilar to their personal ethnic background and outside their cultural "comfort zone". The best cross-cultural experiences are those that explore deep culture rather than surface cultures and that involve personal interaction rather than observation. Participants must have their experience approved by the professor prior to taking it. **4. District Diversity Paper**Research local school districts and compose a list of what is offered to address diversity for teachers, staff and students.  You may utilize PowerPoint, Prezi, Excel, Word, or any format you choose. **5. Scholarly Article Annotation/Critique***Candidates in 100-level will complete an article annotation, and candidates in 500-level will complete an article critique. See Edu 2.0 for specific guidelines***6. Community Cultural Panel Questions** Create at least 10 questions for the Community Cultural Panel Discussion.  The questions should focus on Multicultural and Diversity Issues in education.  Each question is worth 4 points for a total score of 40 points.  Submit your questions here in a word document.**7. Understanding Diversity through Multicultural Children’s Literature**Diversity Literature ePortfolio *EDUC 122 Requirements*For each of the 9 areas of diversity studied, select one text for inclusion in the eportfolio appropriate for your licensure area: **choose from** picture books, wordless boosk, book length poems, or graphic novels (texts may be fiction or non-fiction) and a minimum of 5/9 texts must be MG or YA novels (may be fiction or non-fiction; all nine texts may be MG/YA novels, if desired). Candidate will compose an annotated bibliography (100-150 words) with required bibliographic information and a summary of the book and a reflection on how/why each selection reflects the chosen category of multiculturalism. You will have a total of 9 texts. You may utilize PowerPoint, Prezi, Excel, Word, or any format you choose. *EDUC 522 Requirements*For each of the 9 areas of diversity studied, select two texts for inclusion in the eportfolio appropriate for your licensure area: **one text for each area of diversity** must be a picture book, wordless book, book length poem, or graphic novel (texts may be fiction or non-fiction) and a minimum of 5/9 texts must be MG or YA novels (may be fiction or non-fiction; all nine texts may be MG/YA novels, if desired). Candidate will compose an annotated bibliography (100-150 words) with required bibliographic information and a summary of the book and a reflection on how/why each selection reflects the chosen category of multiculturalism. You will have a total of 18 texts. You may utilize PowerPoint, Prezi, Excel, Word, or any format you choose. *The 9 Areas of Diversity:* ✓Ethnicity/Race- *The Absolutely True Diary of a Part-Time Indian*✓Class/SES✓Geography - *Inside Out and Back Again*✓Gender✓Sexual Orientation✓Exceptionality - *Wonder*✓Language✓Religion✓Youth/Age – *Freedom Writers* **Note:** There are four novels included for the categories stated above for the eportfolio. This should help get you started.**8. Community Cultural Panel Discussion and Reflection** Write a summary including information learned from the panel discussion. Reflect on the information learned and how this can help you as a teacher. You will receive 15 points for each section:   Panel Discussion Information and Reflection. Submit your write-up here as a word document.  Be prepared to share your information with your classmates.Don't forget to follow APA format for the title page and any reference citations.Also, use Times New Roman 12 pt. font and double-space.**9. Cultural Clinical Reflections**You are required to spend at least four hours at a local school, observing two classes – 2 hours each - that differ in subject/grade. You will be assigned a school/teachers – each course in your program of study has been purposefully paired with specific sites. You will take extensive field notes to assist you in writing up the classroom observations. Selection of the field site will be dependent upon your specialty area. Review the Protocol for Visiting Schools. If you are observing in WSFCS, you must complete a volunteer clearance form (<https://www.wsfcsvolunteers.com/>). If you are observing in Davidson County, you must complete a Background Authorization & Release form (<http://www.davidson.k12.nc.us/common/pages/DisplayFile.aspx?itemId=1075325> |
| **Field Experiences** | Field experiences for Salem College's Department of Teacher Education are designed with intention to meet the needs of the course, expose students to diverse contexts and offer optimal learning opportunities throughout coursework. It is the responsibility of the student to complete all field experiences at the specified site for each course. |
| **Writing Center** | The Salem College Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision.  The Writing Center staff will be open at reasonable hours for all students. PLEASE USE THIS FREE SERVICE IF YOU HAVE ANY QUESTIONS ABOUT YOUR WRITING (PRIOR TO SUBMISSION OF WORK TO EDU2.0).Go to <http://www.genbook.com/bookings/slot/reservation/30106269> to make an appointment. Appointments can only be made through the online portal.  |
| **Curriculum Materials Collection** | The Curriculum Materials Collection (CMC), located on the first floor of Gramley Library houses the entirety of Gramley Library's juvenile book collection, including **easy fiction**, **chapter books** and **novels**, **informational books**, **juvenile reference books**, and **oversized books**.  |
| **Honor Code** | Every student is honor-bound to refrain from conduct which is unbecoming of a Salem College student and which brings discredit to the student and/or the College. All students are expected to know and follow the Salem College Honor Code. This course follows the Salem College Honor. Students are required to read this policy: <http://www.salem.edu/about/honor-code> |
| **Professional Dispositions** | You are expected to familiarize yourself with the Professional Dispositions for teachers (posted on EDU20) and adhere to them. As candidates in a professional school, you are training both to perform your professional duties *and* to develop the dispositions required of those in the teaching profession.  |
| **Evaluation and Grading** |

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| **Graduate Grading Scale** |
| A | B+ | C+ | F |
| 95 – 100 | 91-92 | 83-84 | 77 and below |
| A- | B | C |  |
| 93-94 | 87-90 | 80-82 |  |
|  | B- | C- |  |
|  | 85-86 | 78-79 |  |

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| **Undergraduate Grading Scale** |
| A | B+ | C+ | D+ | F |
| 95– 100 | 91-92 | 83-84 | 76-77 |  69 and below |
| A- | B | C | D |  |
| 93-94 | 87-90 | 80-82 | 72-75 |  |
|  | B- | C- | D- |  |
|  | 85-86 | 78-79 | 70-71 |  |

**A final word on grading….** Incompletes are reserved for extremely extenuating circumstances.  An inability to complete the course work due to a lack of planning and preparation toward successful project completion by due dates within the timeframe of the semester does not merit an incomplete.  |

**Dates and Assignments are Subject to Change**

**Students will be notified of any changes via email**

*The instructor reserves the right to adjust the schedule as needed*.

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| **Date:** | **Topic:** | **Readings:** | **Assignments due:** |
| 8/26 #1Face-to-face | IntroductionsSyllabus ReviewAssignments ReviewDiversity Quizzes |  | **Due 8/29 Acknowledgment of Course Syllabus****Due 9/1 Reflective Paper: Your School Experiences** |
| 9/3 #2online | Foundations of Multicultural EducationCulture and Cultural IdentityMulticultural EducationMulticultural literature – windows and mirrors | G&C, Chapter 1 |  |
| 9/10 #3Face -to-face | Ethnicity and RaceEffects of Poverty on Education Unemployed and HomelessTeaching for Equality | G&C, Chapter 2 |  |
| 9/17 #4online | GenderMalala projectImmigration Ethnic Identity and Racial IdentityDiscrimination | G&C, Chapter 4 | **Due 9/17 Video: Multicultural Issues…** |
| 9/24 #5Face-to-face | Class and Socioeconomic StatusLanguage | G&C, Chapter 3G&C, Chapter 7 |  |
| 10/1 #6online | Language DifferencesDialectsNonverbal CommunicationCell Phones and Texting |  | **Due 10/1 Cross Cultural Experience due** |
| 10/11 | **Comenius Symposium** **6:00 -7:45 PM** |  |  |
| 10/15 #7online | Second Language Acquisition – BICS and CALPELLs and ESLCode switching |  | **Due 10/20 District Diversity Paper** |
| 10/22 #8Face-to-face | Teaching Children with ExceptionalitiesExceptionalitiesLegislation – 504, PL94-142, ADA, and IDEANormalization and Inclusion | G&C, Chapter 6 |  |
| 10/29 #9online | GeographyUS Regional Differences in EducationMigration Global Perspective in Education | G&C, Chapter 9 |  |
| 11/5 #10Face-to-face | Gay Rights Movement and Continued Challenges for EquityBullying and Safe School PoliciesLGBTQ-Inclusive CurriculumSexual Orientation | G&C, Chapter 5Article |  |
| 11/12 #11f-to-f | The Youth CultureGenerations Y and ZChild Abuse and Responsibility of EducatorsAdolescence and Risky Behaviors | G&C, Chapter 10 | **Due 11/12 Scholarly Article Annotation (122)/Critique (522)** **Due 11/17 Comenius Symposium Reflections** |
| 11/19 #12online | ReligionFreedom of Religious ExpressionSeparation of Church and State | G&C, Chapter 8 | **Due 11/19 Community Cultural Panel Questions** |
| 11/26 #13f-to-f | Community Cultural CelebrationTeaching MulticulturallyStudents as the CurriculumStudent and Teacher Relationships – the Heartbeat of the ClassroomClassroom Climate that Promotes Homan RightsAll Children are LearnersEducation that is Multicultural  | G&C, Chapter 11 | **Due 11/26 Diversity Literature ePortfolio****Due 12/3 Community Cultural Panel Discussion & Reflections** |
| 12/5 | Reading Day |  |  |
| 12/7 | Finals |  | **Due 12/7 Cultural Clinical Reflection: Field Experience****\*\*Field Experience Verification forms due AND Field Experience form on course website** |