

The Florida Agricultural and Mechanical University

College of Education
Tallahassee, Florida 32307



Course Syllabus

Course Number	Course Title	Credits	Clock Hours Per Week			
			Lecture	Laboratory	Demonstration	
EDF 2085	Introduction to Diversity for Educators		3			
Department: Secondary Education and Foundations		Prerequisites: None				
Required Textbook(s): Chinn, P., & Gollnick, D. (2009). Multicultural Education in a Pluralistic Society. (8 th Ed.). Upper Saddle, River, NJ. Pearson Education.						
Faculty Name: Dr. Renee Wallace renee.Wallace@famu.edu			Term and Year: Fall, 2010			
Office Location: GEC B 200F			Office Telephone: 850 599 3846			
Office Hours (Others by Appt.)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	By Appointment	10:30-11:00a.m. 1:45 -3:30p.m. 4:45-6:00p.m.	By Appointment	10:30-11:00a.m. 1:45-3:30p.m. 4:45-5:30 p.m.		

WEBSITE URL: famu.blackboard.com (must obtain access codes from professor to log on)

WELCOME TO A FUN, CHALLENGING, AND EXCITING COURSE! The following guidelines are designed to help to make the course as "user friendly" as possible by describing the course content, components, requirements, assumptions, and the expectations for all of us. The professor does have very high expectations of her self and of **you** for this class and believe it is important that these are made clear right away. **The professor looks forward to working with you this semester!**

DOC

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

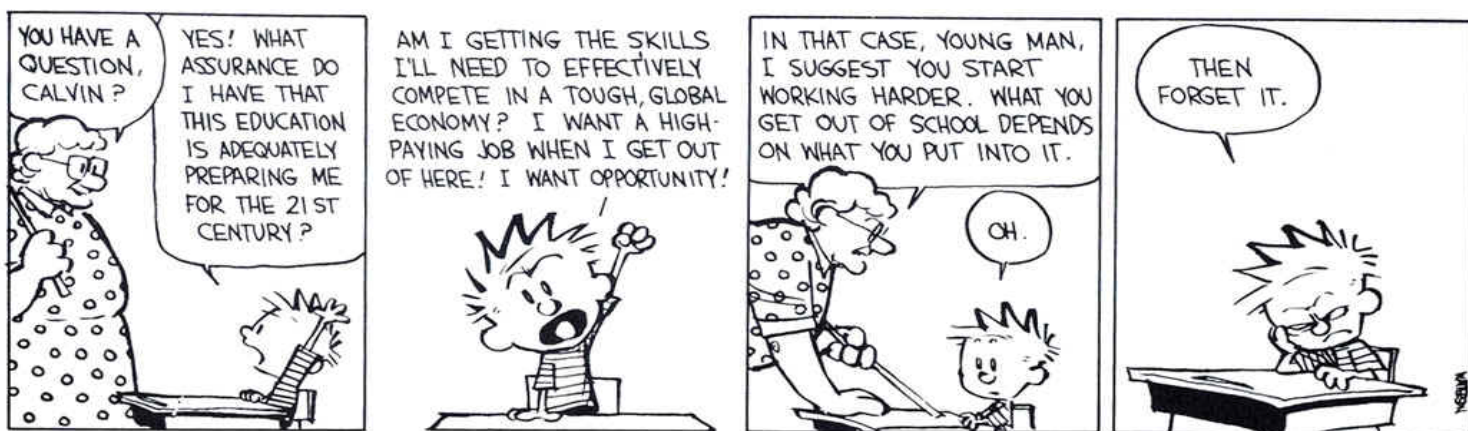
(K)=Knowledge (S) Skill (D) =Disposition

BACKGROUND CHECK AND CLEARANCE BY LEON COUNTY IS ONE REQUIREMENT FOR THIS COURSE!!!!!!!!!!

Please be aware that all clinical hours **MUST BE COMPLETED** during **the first fourteen (14) WEEKS** of the Fall 2010 semester!!! There will be **NO EXCEPTIONS** to this POLICY. You **must have completed** the background clearance for Leon County and be cleared with the clearance card that is provided by Leon County, have a health insurance policy with the student's name on the health card, and have a one million dollar liability insurance coverage from an educational professional organization (e.g., NEA). The aforementioned three (3) documents must be submitted to the Director of Clinical Experience for verification and placement in the public school to complete the fifteen (15) hours of observation that are required for this course!!!! **It is not possible to successfully pass this course if the above information is NOT COMPLETED!**

Writing

It is expected that you will display the benefits of your complete education in every written communication applicable to this course. Please bring to bear your best communicative efforts, remembering to proofread carefully. Quality of written communication is a university-wide outcome.



The professor cannot stress enough that you need to keep up with the reading material assigned for this course! The professor does not believe in simply teaching from the text, because that particular style limits the amount of information that we can deal with during this semester. What is preferred is that we touch on material in the text while bringing in other material to augment it, which allows the professor to expand upon concepts and ideas. Questions found on the two examination(s) will be taken from the assigned textbook as well as from class discussion, videos, Power Point presentations, and handouts. **If you have problems with a particular concept covered in the text but not discussed in class, the professor encourages you to ask questions!**

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Because this is a rather intensive course, it is highly recommend that you stay on top of the reading; don't let yourself get behind or you will become overwhelmed! The Field Clinical portion of the course is a requirement and an added dimension to take into account so plan your time accordingly. These weeks will fly!

Course Description

COURSE DESCRIPTION: Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. A minimum of 15 hours of field-based experiences working with diverse populations of children and youth in schools or similar settings is required.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

Dispositions

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

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ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

ALCs for each degree program can be found at

[http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2007-2008.](http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2007-2008)

Academic Learning Compacts (ALCs): This course falls under the courses offered in the (the undergraduate Teacher Education Program) and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the (undergraduate Teacher Program) ALCs, go to www.famu.edu/assessment and click on Academic Learning Compacts.

Professor's Policies

CLASSROOM ETIQUETTE

Beepers and cell-phones must be turned off, or on vibrate, during class., if they are heard during class time, the student with the electronic device will receive a deduction of -5 points from their final numerical score each time it happens

Communication by electronic devices, including but not limited to instant messaging, text messaging, and telephone, during class is strictly prohibited unless expressly designated as part of the learning activities, **if caught you will be asked to leave class.** Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situations *require* access to electronic communication services, arrangements may be made *in advance* with the professor.

EXPECTED BEHAVIOR

You are expected to submit all assignments on time and arrive on time to each class. Partial attendance in a class meeting will be an absence for that particular class session. Always practice positive communication with all class participants. Ensure that your discourse with classmates does not disrupt the learning activities of other members of the class.

Each student is expected to **behave in a professional and respectable manner** at all times. Always respect the opinion of others, even if you do not agree, during class activities, when you are asked to give feedback or to critique another classmate, always start with a positive statement. **Students with disruptive behaviors will be asked to leave and/or dropped from the class.**

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For credit, assignments must be complete for submission to the professor. Use the rubric(s) as indicated the course syllabus to check for completion of every assignment before you submit it. Ask the professor for assistance with assignment directions you do not understand. In advance of your planned or unexpected absence, designate at least two classmates to take notes on directions given for class assignments that you miss. Obtain those directions from the classmates and then contact the professor if you are unclear about work you need to complete due to your absence. ***Missed assessments accompanied with university documentation of excused absence must be submitted to the professor at the beginning of the next scheduled class attended.***

Work should never be submitted/slid under the professor's office door it may be mistakenly identified as waste by the cleaning staff. Any assignment that is slid under the professor's office door **will not be assessed!**

PARTICIPATION: Class participation usually enhances learning for all, especially for those who participate. In order to participate in class discussions, you must complete assigned readings and activities before each class. Students are expected to bring textbook to every class,

ATTENDANCE/ABSENCES/TARDINESS:

Regular attendance for the full class period is imperative to pass this course. Attendance will be a part of each student's participation score. Students must arrive at each class on time.

No one will be allowed in class after professor has started class. Each absence to class will be a -5 point participation deduction per episode.

Three (3) unexcused absences will result in an automatic one letter grade reduction.

"INCOMPLETE GRADES": An "I" grade **can not be assigned in lieu of earning grades** of "D" and "F." Missing exams (including the final) does not justify an "I" grade.

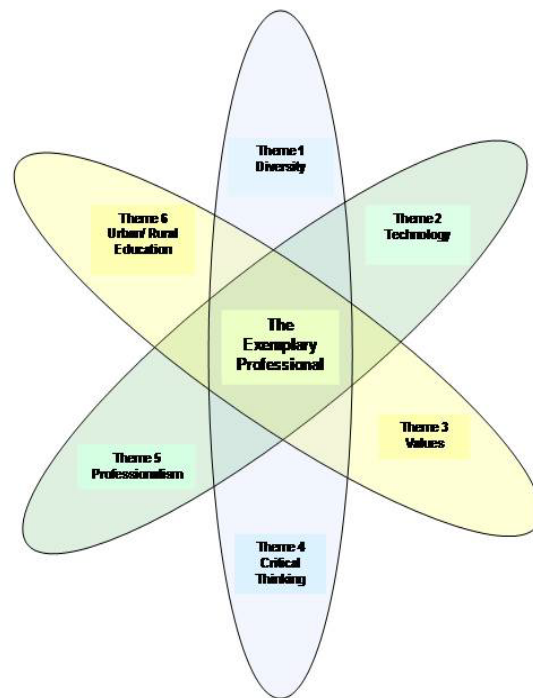
PROJECTS & ASSIGNMENTS: Students are expected to complete homework assignments, activities, and projects when due- **(absence from class is "No Excuse" Zero Tolerance for Late Assignments: NO assignments will be accepted after time of due date, except with an official excuse, issued by the office of your school or college Dean and the assignment must be turned in to the Professor the next class after the absence.**

All work must be completed using Microsoft Word - Do not turn-in incomplete work. **Do not email any assignment to the professor with prior approval by professor.**

Professional Education Unit Conceptual Framework

The Conceptual Framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term “exemplary” describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands of emphasis that pervade them. These experiences provide the foundation (knowledge, skills, and dispositions) for the continuous process of life-long learning for an exemplary professional. The integrated approach of the PEU’s Conceptual Framework is comprised of the component activities and cross-curricular themes.

The Conceptual Framework Model



Cross-curricular themes shown in the conceptual framework diagram have been identified and are used to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: **multiculturalism, educational technology, values, problem solving, professionalism and urban/rural education.** **Program components or “orbits”** shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

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The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the: *Educator Accomplished Practices* specified by the Florida Education Standards Commission; *Florida Essential Teaching Competencies* identified by the Florida Council for Educational Management; and/or competencies set forth by national specialty organizations for each program in the unit (i.e. syllabi, program matrices, and the Florida Department of Education original folios).

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

Explanation of conceptual Framework Outcomes

CF 1

DIVERSITY

Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 1.1 (K)	Demonstrate understanding of diverse backgrounds of individuals.	F: 5	I: 3

TECHNOLOGY

CF 2

Through this focal area, the FAMU professional education candidate will:

CF: 2.3 (K)	Demonstrate knowledge of fundamental concepts in technology	F: 12	I: 1,6
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CRITICAL THINKING

CF4

Through this focal area, the FAMU professional education candidate will:

CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.	F: 8	I: 4
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PROFESSIONALISM

CF 5

Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K)	Know the content	F: 8	I: 1
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.	F: 2	I: 6
CF: 5.7 (S,D)	Display appropriate code of conduct including dress, language, and respective behavior.		I:5,9

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Specific Behavioral Objectives

COURSE OBJECTIVES	STUDENT LEARNING OUTCOMES
	<i>AFTER THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:</i>
1. Students will compare and contrast differences and similarities among cultures.	<ul style="list-style-type: none"> ➔ Identify characteristics, practices and beliefs of diverse cultural groups ➔ Describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience. (CF.1-1.1; CF 4-4.5; FEAP 2- 2.1, 2b, 2c, 2d, 2e; 5.1, 5b, 5c)
2. Students will analyze and discuss how multiculturalism impacts students, teachers, and schools.	<ul style="list-style-type: none"> ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels. ➔ Discuss and apply reflective practices to determine how one’s personal values system, attributes, stereotypes, and prejudices may influence the teaching and learning environment for teachers and students. (CF 1-1.1; CF 4-4.5; FEAP 2.1, 2c, 2e; 5.1, 5b, 5c; 8.1, 8c)
3. Students will research and identify methods and benefits of culturally responsive teaching, including recognition of the needs of special education students and of English Language Learners.	<ul style="list-style-type: none"> ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels. ➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students. (CF 1-1.1; FEAP 5.1 5b, 5c; 8.1, 8c)
4. Students will define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement.	<ul style="list-style-type: none"> ➔ Demonstrate knowledge of the characteristics and special needs of students with exceptionalities. ➔ Identify key instructional practices associated with effective teaching of students with exceptionalities. (CF 1-1,1; CF 4-4.5)
5. Students will identify and outline federal and state laws affecting students from diverse populations.	<ul style="list-style-type: none"> ➔ Research and discuss the provisions and mandates of federal and state laws affecting educational experiences of students from diverse populations. (FEAP 5b, 5c.)

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6. Students will review instructional practices appropriate for students with exceptionalities and delineate the typical accommodations to make in the classroom by type of exceptionality.	➔ Identify key instructional practices associated with effective teaching of students with exceptionalities. (CF 1-1.1; FEAP 5.1, 5b, 5c)
7. Students will use case studies to determine and explain the influence of family and community upon the needs of diverse students in the schools.	➔ Research and describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience. (CF.1-1.1; CF 4-4.5; FEAP 5.1, 5b, 5c)
8. Students will examine and describe how one’s personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process.	➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students. (CF 1-1.1; CF 4-4.5; FEAP 2.1, 2c, 2e)
9. Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts on students and the learning environment.	➔ Identify and discuss the affects of discrimination, bullying, alienation, and violence on students and the learning environment, and determine how to help counteract the affects. (CF 1-1.1; FEAP 2.1, 2c, 2e: , 5.1, 5b, 5c; 8.1, 8c)

Teaching Methods

The guide for instructional strategies include: problem-based learning that enables students to translate theory into effective practice.

To facilitate a desire and organizational design to promote maximum classroom discussion, the student will discover that instructional practice will be reflective and inquiry based learning to include e-learning. Most of the class session(s) will include one or more of the following:

illustration and discussion of appropriate research concepts developed through assigned readings in the area(s) of teaching diverse populations

identification/discussion of concepts in existing, published research studies, authentic research, case studies, appropriate web sites and URL’s, journal articles, simulations, and a FAMU Blackboard website

analysis/critique of existing research, issues, trends, writings on current best practices the pedagogy of diverse populations in schools.

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Course Requirements

Preparation for class discussion is required. Homework assignments are designed to facilitate your understanding of topics we will discuss in class. All homework assignments must be completed by the date indicated.

Students should be aware that problems with computers and printers (and they will happen, trust me) are **not** acceptable reasons for missing an assignment deadline. **Absence from a class does not excuse a student from completing the work and submitting it by the due date.** It is the student's responsibility to find out what was missed, what assignments are due, etc., when he or she is not in class.

NOTE: All assignments are due via the TaskStream website by 9:00 p.m. on the assigned date due! Each student is responsible to maintain a record (a printout of your email) indicating the date and time submitted and to confirm receipt by Professor

Format for papers and assignments

These instructions apply to all written work including critiques, reviews, reports, research papers, reaction essays, or other papers. All assignments, unless otherwise indicated, must be typed. When using direct quotes and citing references, use the rules of the Publication Manual of the American Psychological Association, Fifth Edition (2001). Essays, whether a homework assignment or an assessment done in class, should include an introduction that states a thesis, a body that develops the thesis, and a conclusion. Attention should be given to correct grammar usage and spelling. All essays must be **double spaced** with only 12-point font size of text and the use of Italics for offsetting headings or titles of published writing. The following depiction illustrates the essay report format you will use in this class, which is APA style.

All assignments completed outside of class must be typed (double-spaced) unless otherwise noted. The student must proofread, make corrections neatly, and pay close attention to correct punctuation and grammar; points will be taken from papers that are written poorly. Neatness, style, and appearance will also influence the grade received on assignments. **All major papers must conform to the American Psychological Association (APA) format.** The APA publication manual is available in the FAMU Library, and you may also refer to the following websites for assistance:

<http://www.apastyle.org/>

Header 1	Header 2	Header #?	Header #?
Report Title	This is page two of your report where you begin your essay.	References	Appendix Title
Your full name Florida A&M University	<i>Heading</i>	(This is after the first page break in your essay where you begin listing all of your references for information sources you used. Note that the heading is in a plain font.)	(You will insert a page break after the references for use of an appendix. An appendix is used in the end of a report to show anything that you want to display which doesn't belong in the middle of an essay.)
Full date	This is a paragraph with a main heading.		
Course number, section and title	<i>Heading</i> This is a model of a paragraph with a subheading.		

Failure to adhere to the APA format will reduce the score on your paper. Assignments are to be submitted to the instructor at the beginning of the class period on the date due. Papers received after that time (including at the end of the class period) are considered late. It is strongly recommended that students retain a copy of all papers submitted to the instructor.

Authentic Group Research Project

For group project, students will be expected to work in teams, as assigned by the professor, to complete some assignments. Cooperation and collaboration are essential skills for team work. Students will research, gather data, critically analyze, and written analysis of findings of how multiculturalism (approved selected topic) impacts students, teachers, and schools. Demonstrate culturally-responsive teaching through the review and inclusion of two learning activities incorporating topic appropriate for specific of grade level, with directions, pre-assessment and post assessment activities Discuss and apply reflective practices to determine how one's personal values system, attributes, stereotypes, and prejudices may influence the teaching and learning environment. Demonstrate knowledge of the characteristics and special needs of students with exceptionalities.

This is a task to demonstrate sensitivity, equitable treatment and planning for students from different backgrounds, cultures, languages, religions, genders, SES, and skill levels.

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A hard copy with the authentic group research project as an attachment of the ‘final group project’ must be turned in to the Professor on the specified due date and submitted to TASKSTREAM by due date for assessment. Only the submission to TASKSTREAM will be assessed/evaluated.

You, as a member of a small group, are asked to select and develop a topic related to the objectives of the course and to FEAPS. You will present the information orally to your classmates. The forms, rubric and evaluation materials are under "Group Project" Your purpose is to develop a lesson plan that will help your classmates understand the selected topic of the group’s authentic research.

Your group will facilitate at least two (2) classroom learning activities to further provide information specific to selected topic that will encompass assessment/evaluation. (Refer to the rubric). **EACH GROUP MEMBER WILL RECEIVE THE SAME EVALUATED GRADE OF THE FINAL SUBMITTED RESEARCH PAPER. *This assignment is a group assignment and will therefore be a group grade.*** Each group member must use a minimum of five sources each, (only three (3) can be from internet resources) prepare your bibliography, develop instructional materials and packets. **FEAPS 2.1, 2b, 2c, 2d, 2e:, 5.1, 5b, 5c: 8.1, 8a, 8b, 8c** are addressed by this effort. *Further instructions for completion of the group project will be given in class.*

- **Written handouts + bibliography, individual documentation/ analysis is critical must be extensive**
- **Articles(sources) summary/evaluation/synthesis related to topic(5). Five articles(sources) per person minimum**

A group project is part of the course requirements. **To receive credit for this assignment group members must be an active participant in the group. To receive assessment for the individual presentation group member must be present and make an individual presentation---NO EXCEPTIONS (*cannot be made up if not present*)** This project has a maximum score of 100 for evaluation. The group project consists of working with a small number of your classmates to develop, prepare and present a topic of interest that is related to the objectives of the course. Many different styles of presentation are possible, but all styles must result in increased understanding for the class. Class discussion following your presentation is important. Possible topics will be discussed in class and **all group topics must have approval from the professor.**

Field Clinical Experience

The field experience component for this course is a part of the total program of pre-internship and internship experiences that are required in the teacher education program at Florida A&M University. Therefore, the field clinical experience for "Introduction to Diversity for Educators" is developmental and designed to enable future teachers to develop appropriate prerequisite knowledge, assumptions, and attitudes about cultural diversity and other types of diversity in community and school contexts. The selection of the field experience agency is the choice of the field clinical experience director. With evidence of its diversity context and safety, the field clinical director will consider approval of an agency that is located closer to the student's home community.

Students must complete a field clinical experience that involves a minimum of **15 clock hours** of volunteer work in a public school . College classroom discussions and writing assignments will serve as the major means for synthesizing learning from the field clinical experience. Examples of the field clinical experience will be primarily in the elementary and secondary school context.

It is important for each student to establish a relationship between what is being taught in the course "Introduction to Diversity for Educators" and what actually exists in the local school district where the student will conduct his or her field clinical experience assignment. All assignments must be taken seriously and will help the student become involved in his or her own professional development.

The professor will give students various forms related to field experiences. Students will be expected to relate classroom instruction and textbook content with their field experiences.

Students will be assigned to a public school in Leon County by the Director of Field Clinical Experiences. **By the fourteenth (14th) week of classes, students should have completed their field clinical experiences.**

Students are expected to participate and conduct themselves in a professional manner. School personnel will contribute to the student's evaluation. Each student must demonstrate personal initiative.

The field clinical experience is a requirement and there are NO exceptions!

Instructions for the Field Experience Report

Assignment must be submitted to TASKSTREAM by the specified due date—no exceptions!

Prepare your overall field experience report, which will require you to:

Write a 5-10 page paper that describes (a) what you have learned from the 15 hours of service that you have spent in a public school and (b) how the field experience was related to enhancing your knowledge about diversity in the local community and your knowledge about key issues in multicultural education. Somewhere in your report, address all of the following items:

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1. Describe the school, its purposes and the students served by the school. Describe the students and the staff with regard to aspects of diversity that were relevant to the setting (race/ethnicity, culture, social class/socioeconomic status, language, gender, sexual orientation, age, etc.)
2. Describe the influence of specific observations and experiences of the field experience on your thinking about diversity. Discuss how specific observations and experiences influenced (a) your knowledge about variables of diversity and (b) your attitudes regarding the students with whom you worked. Include also the main things you learned about the life circumstances of the students.
3. Describe what you learned about yourself. Discuss (a) whether or not the experience contributed to your knowledge about the lives of culturally diverse people and (b) the ways you believe the field experience may have contributed to your growth as a future educator.
4. Describe at least two or three other learnings that you believe were the most important.
5. Evaluate your field clinical experience with regard to suggestions that would improve the experience.

FEAPS 2.1, 2b, 2c, 2d, 2e; 5.1, 5b, 5c; 8.1, 8c are demonstrated in this assignment.

Instructions for the Field Clinical Log

- maintain and submit with in your field experience report a daily, detailed log of your experiences in the school, e.g., what did you, the students, and the teacher do on the day of your visit, including lessons covered, field trips, assemblies, specific date, times, etc.
- write a reflection for each daily journal entry, i.e., the reflection must demonstrate your observation, as well as comprehension of diversity pedagogy

It is **your** responsibility to have the cooperating teacher verify the amount of time you spend during each visit. **The cooperating teacher must sign your daily activity document to confirm the time spent.**

Chapter Reviews

The text for this course is the Gollnick & Chinn (2009) book, *Multicultural Education in a Pluralistic Society* (8th ed). The topical outline (course schedule) indicates when the chapters are to be read. There are ten (10) chapters in the course text, therefore, you will have to write ten (10) chapter reviews. Every week for the first ten (10) weeks of semester a chapter review will be due during the Tuesday scheduled class. **You are to keep your completed "Chapter Reviews" in a folder and the folder must be brought to each scheduled class meeting.** The professor will ask for the folder with the Chapter Reviews at any time during the semester, it is important to keep up with the weekly assignment and to bring the Chapter Review folder to each class. **Chapter Reviews will only be assessed that are submitted via the folder during the scheduled class the professor requests it.** No Chapter Review will be assessed late or that is not submitted during the scheduled class it is requested.

For each chapter read, you will submit (on the date indicated) a typed summary of the main concepts presented in the chapter and minimally address the following questions in the review:

- (a) You will also identify the main focus of the chapter.
- (b) Finally, what is your reaction to this material? **This is the focus of the "chapter review"** to narratively demonstrate your comprehension of the diversity pedagogy presented in the chapter.
- (c) How would you apply the diversity concepts (specify) in the classroom, (be specific and descriptive) to demonstrate awareness of equitable treatment of diverse students to increase achievement.
- (d) When using any information from the textbook, the **reference citation must be APA**

FEAPS 5c; 8.1, 8c are demonstrated in this assignment.

If approach does not work, we will then move to a quiz to make sure the material is reviewed.

Format for Chapter Review (REQUIRED)

1. Cover Page

Must include:

- a. Student full name
 - b. Course Prefix
 - c. Course Number
 - d. Course Section Number
 - e. Course Name
 - f. Date
 - g. Chapter Number and Title
 - h. Chapter Review Number
 - i. Professor Name—Dr. R Wallace
2. APA reference citation(s)
- a.. all reference citation(s) must be APA must indicate the page number in the text
3. Bibliography
- a. must be a separate page
 - b. complete bibliographic reference must be APA

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Chapter Review Rubric

<i>Criteria</i>	LEVEL 1 Unacceptable	LEVEL 2 Marginable	LEVEL 3 Acceptable	LEVEL 4 Favorable
<i>Content – as outlined in specific course assignment guidelines (25 points)</i>	Does not follow assignment guidelines or address the selected topic as required (15 points)	Addresses guideline components with minimal support evidence and examples (18 points)	Follows guidelines, clearly supports responses and clarifies connections (22 points)	Follows guidelines, provides support, clarifies connections and extends key concepts to include personal insights (25 points)
<i>Organization (clarity, coherence, transitions) (25 points)</i>	Writing does not follow a formally established or identifiable clearly logical format (15 points)	Major sections and/or paragraphs are minimally arranged in a clear and logical format (18 points)	Major sections, subsections, and paragraphs are arranged in clear, logical format (22 points)	Major sections, subsections, paragraphs, and transitions are arranged in a clear and exceptional format (25 points)
<i>Mechanics (spelling, grammar, proofing) (25 points)</i>	Multiple errors in spelling and grammar that totally detract from content (15 points)	Sentence structure is minimally clear despite errors in grammar and/or spelling (18 points)	Sentence structure is clear and direct. There are no egregious errors in grammar or spelling (22 points)	Writing is exceptionally clear, direct, reflective and without spelling and grammatically errors (25 points)
<i>APA Documentation (25 points)</i>	Writing does not demonstrate APA documentation (15 points)	Writing minimally demonstrates attempt of APA format in reference citations and bibliography (18 points)	Writing demonstrates minimally APA format (22 points)	Excellent demonstration of APA format in all reference citations, bibliography, as well as additional references (25 points)

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(K)=Knowledge

(S) Skill

(D) =Disposition

Assignments

Assignments are due at the beginning of the class period.

Late assignments are not permitted.

Please do not ask to turn in late work at the end of the term.

Reading Assignment(s)

These assignments are to be read **prior** to coming to class. Please do **not** come to class unprepared and start flipping through your book as we are holding a class discussion. This is not only distracting, but also a signal that you have not completed your assignment.

PLEASE DO NOT WAIT UNTIL LATE IN THE TERM TO DISCUSS PROBLEMS YOU ARE EXPERIENCING IN THE COURSE. SEE ME FOR AN INDIVIDUAL CONFERENCE AS SOON AS POSSIBLE.

Self Assessment & Course Reflection Synthesis Assignment

The self assessment and course synthesis is in lieu of a comprehensive course examination. As such it should be a measure and evidence of what you learned as a result of the course. Keep this in mind as you respond to the guidelines below, so that your final product is a true reflection of your learning. We have covered a lot of bases throughout this class in exploring issues of “Teaching Diverse Populations”. Our broad course objectives were as follows:

1. Explain the general reacclturation process that all students go through when they come to college.
2. Describe stereotype vulnerability.
3. Identify assumptions which lead to stereotypes.
4. Explain ways to support diversity in the classroom.
5. Explain how to create open classrooms to foster diversity.
6. Describe how collaborative discussion fosters diversity.
7. Explain how guilt limits discourse on diversity.
8. Explain how instructional design can be used to foster diversity.
9. Describe ways in which women are made into the largest minority.
10. Explain the general principles for teaching all genders of students.

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11. Describe way to foster diversity with ESL students.
12. Explain how to set a comfortable environment for gay, lesbian, and transgendered students.
13. Describe how to foster diversity with learning disabled students.
14. Define the biological basis of race.
15. Explain how to use the ethnic awareness assessment as part of your class.
16. Describe how to differentially treat different ethnic minorities in the classroom to foster diversity.

Write about what you learned, in particular connecting your analysis of your learning to these objectives. I want to read not merely a factual synthesis and description, but more importantly about your opinions, and how they evolved through the course (either changing or becoming stronger). When and/or if what we talked about and what you were assigned wasn't new to you, then write to me about how you made good use of your time in this class, how you pushed yourself to go beyond the requirements. Talk too about how you took responsibility for learning and for challenging yourself throughout this course.

Your grade will reflect how well you have synthesized the different aspects of the course (in class activities, assigned readings, readings beyond what was assigned, participation in outside of class activities, school/agency visits, field clinical experience, meeting and getting to know a wide range of people in and out of class, how you have made the most of all your opportunities in to help you understand what you are learning in this class) with your understanding of the complex nature of understanding diverse populations and how you have connected these to the course objectives.

Format and length:

Assignment is a **10-20 page**, double spaced paper where the writer self-evaluates his/her knowledge of the pedagogy addressed during the semester in this course.

Your analysis must be in essay form (**minimum of 10 complete word-processed pages, maximum of 20 pages**).

FEAPS 2.1, 2b, 2c, 2d, 2e; 5.1, 5b, 5c; 8.1, 8c are demonstrated in this assignment.

ATTENDANCE:

STUDENT RESPONSIBILITIES WHEN REGISTERING LATE

In order to ensure success, class begins on the first date listed in the University Academic Calendar. **Regardless of when your registration occurs, absences are counted from the first scheduled class meeting.**

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Methods of Evaluation

Class Participation	100
Examination 1	100
Examination 2	100
Authentic Group Research	100
Chapter Review(s)	100
Individual Group Presentation	100
Field Clinical Required Document(s)	600
Final Reflection	100
TOTAL	1300

A = 1170 – 1300 B = 1140 – 1169 C = 910 – 1139 D = 780 – 909 F = 779 below

Dr. Wallace reserves the right to assign the grade that most clearly represents your performance in the course.

The following schedule for the class is tentatively set forth to provide students with a general idea of the scope and sequencing of this course. The instructor may alter either the scope of the presentation/activities or the content based on student response patterns and/or weather exigencies as may arise*. That alternation may include substituting assignments or making other adjustments (modifications, deletions, additions) which may be necessary to more fully achieve the stipulated course objectives. Attendance is critical for full participation in activities and discussion.

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Topical Outline

Tentative Course Outline:



Class	Date	Topic	Pre-Class Reading Assignment	Assignment Due
1	Aug 24	Introduction Standards Syllabus Review		Name, Address, Telephone, Email Get Acquainted
2	Aug 26	PRE-TEST		
3	Aug 31	Foundations of Multicultural Education	Chapter 1	Discussion Topic: It is normal for people to experience some cultural discontinuity when they visit another country or a new city or a neighborhood in which the inhabitants are ethnically different from themselves. Have you ever found yourself in a setting in which you did not know the cultural norms and were at a loss as to how to fit in? DUE: Chapter I Review
4	Sep 2			Discussion Topic: It is normal for people to experience some cultural discontinuity when they visit another country or a new city or a neighborhood in which the inhabitants are ethnically different from themselves. Have you ever found yourself in a setting in which you did not know the cultural norms and were at a loss as to how to fit in?

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5	Sep 7	Ethnicity and Race	Chapter 2	<p>Discussion Topic: Although race has no scientific significance in describing people, it is a social construct that endures in the U.S. to classify groups. What characteristics do you attribute to whites, Blacks, Latinos, Asians, & Native Americans?</p> <p>Discussion Topic: Distinguish between prejudice and discrimination, and describe their impact on groups in the U.S.</p> <p>DUE: Chapter 2 Review</p>
6	Sep 9	WORK SESSION	Meet with group members	Select a recorder for group meeting
7	Sep 14	WORK SESSION	Meet with group members	Select a recorder for group meeting
8	Sep 16	Class and Socioeconomic Status	Chapter 3	<p>DUE: Narrative re: two (2) group meeting(s) Specifics will be given in class.</p> <p>Discussion Topic: How might the tracking of students perpetuate inequalities in schools and society?</p> <p>DUE: Chapter 3 Review</p>
9	Sep 21			
10	Sep 23			

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11	Sep 28	Gender and Sexual Orientation	Chapter 4	<p>Discussion Topic: In what ways are differences between the sexes culturally, rather than biologically, determined?</p> <p>Discussion Topic: In what ways do men have power over women? Why is it difficult for men to see they have a privileged position in society?</p> <p>DUE: Chapter 4 Review</p>
12	Sep 30			
13	Oct 5	EXAM I 	Chapters 1 - 4	
14	Oct 7	Exceptionality	Chapter 5 <i>During the next week, keep track of the buildings you enter, the streets you cross, and the activities in which you participate. How accessible are these to persons who are in wheelchairs, blind, or hearing impairment? What areas have not been made available to these individuals?</i>	<p>Discussion Topic: What are some of the variables contributing to the disproportionate placement of minorities in special education?</p> <p>DUE: Chapter 5 Review</p>
15	Oct 12			

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16	Oct 14			
17	Oct 19	Language	Chapter 6	Do you think teachers should at least be familiar with the dialects used by students in the classroom? DUE: Chapter 6 Review
18	Oct 21			
19	Oct 26			
20	Oct 28	Religion	Chapter 7	DUE: Chapter 7 Review
21	Nov 2			
22	Nov 4			
23	Nov 9	AGE	Chapter 9	Discussion Topic: In what ways does age affect religion and religion affect gender issues? DUE: Chapter 9 Review
24	Nov 11	Education that is Multicultural	Chapter 10	Discussion Topic: Teaching that is culturally responsive requires changes in the curriculum to build upon the cultures of diverse groups, no matter the subject being taught. Think about a lesson you observed a teacher or professor in your discipline recently teach. How were the lesson and the teaching of it culturally responsive? How might they have been culturally

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				responsive? DUE: Chapter 10 Review <u>ASSIGNMENT MUST BE SUBMITTED TO TASKSTREAM BY 9:00 p.m.</u>
25	Nov 16			
26	Nov 18			
27	Nov 23	EXAM II 	Chapter(s) 5, 6, 7, 9 & 10	DUE: Group Presentation Hardcopy with each individual member's contributions attached in appendix (including copies research utilized) <u>RESEARCH MUST SUBMITTED TO TASKSTREAM BY 9:00 p.m.</u>
27	Nov 30	GROUP PRESENTATIONS	GROUP PRESENTATIONS	DUE: Field Clinical Experience Required Document(s) <u>DOCUMENTS MUST BE SUBMITTED TO TASKSTREAM BY 9:00 P.M.</u>

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				GROUP PRESENTATIONS
28	Dec 2	GROUP PRESENTATIONS	GROUP PRESENTATIONS	GROUP PRESENTATIONS
28	Dec 7	GROUP PRESENTATIONS	GROUP PRESENTATIONS	GROUP PRESENTATIONS
29	Dec 9	GROUP PRESENTATIONS	GROUP PRESENTATIONS	GROUP PRESENTATIONS <u><i>DUE: Final Reflection and Course Synthesis Assignment submitted in Professor in class</i></u>

Revised: January 2010

References, Supplemental Materials, and Student Support Available

Brophy, J.E. (1998). *Motivating students to learn*. Boston:McGraw-Hill

Center for Research on Education, Diversity, and Excellence (2004). *Five students*. Retrieved November 2, 2004, from <http://crede.ucsc.edu/>

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York: Teachers College Press

Cushman, K. and the students of What Kids Can Do. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: New Press.

Darling-Hammond, L., Frence, J. & Garcia-Lopez, S.P. (2002). *Learning to teach for social justice*. New York: Teachers College Press.

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- Delpit, L. (1995). *Other People's children: Cultural conflict in the classroom*. New York; New Press.
- Gay, G. (2002). *Culturally responsive teaching; Theory, research, & practice*. New York: Teacher's College Press.
- Metropolitan Life Insurance Company (1996). *Students voice their opinions on: Violence, social tension, and equality among teens*. The Metropolitan Life Survey of the American Teacher: Part1. New York: Louis Harris
- National Council for Accreditation of Teacher Education (2002). *Professional standards for the accreditation of schools, colleges, and departments of education (2002 ed.)*. Washington, DC: Author.
- Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York: Basic Books
- Viadero, D. (2004), April 21). *Keys to success: Researchers identify methods to help 'nonmainstream' pupils make academic gains*. Education Week, 28-31.
- Weinstein, C.S., Thomlinson-Clarke, S. & Curran, M. (2004, January/February). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education*, 55(1), 25-38.
- Weinstein, R.S. (1996, November). High standards in a tracked system of schooling: For which students and with what educational supports? *Educational researcher*, 25(8), 16-19.

Professional Associations

National Association for Multicultural Education

<http://www.name.org/>

National Coalition for Sex Equity in Education

<http://www.ncsee.org/>

Gay, Lesbian, and Straight Education Network

<http://www.glsen.org/>

Rethinking Schools

<http://www.rethinkingschools.org/>

Southern Poverty Law Center

<http://www.splcenter.org/>

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Rubric for Group Research Paper

Criteria	LEVEL 1 Unacceptable	LEVEL 2 Marginable	LEVEL 3 Acceptable	LEVEL 4 Favorable
Content (10 points)	Very limited demonstration of comprehension of assignment, material extremely vague, unclear progression of ideas discernable (4 pts.)	An attempt to establish and maintain purpose and communicate it; minimal idea development, limited and/or unrelated details; few references; random or weak organization; incorrect or lack of topic and/or transition sentences; incorrect and/or ineffective wording and/or sentence structure; errors in grammar and format (e.g., punctuation, capitalization, headings). (6 pts.)	Focused on a purpose; evidence of voice and/or suitable tone; depth of idea development support by elaborated, relevant details; use of references indicate ample research; logical organization; controlled and varied sentence structure; acceptable, effective language; few errors in grammar or format relative to length and complexity (8 pts.)	Establishes and maintains clear focus, evidence of distinctive voice and/or appropriate tone; depth and complexity of ideas supported by rich, engaging, and/or pertinent details, evidence of analysis, reflection, and insight; use of references indicate substantial research; careful and/or suitable organization; variety of sentence structure and length; precise and/or rich language. (10 pts.)
Organization (10points)	Apparent misunderstanding of assignment, topic approved not developed (4 pts.)	No introduction, no clear indication of research aim, content difficult to understand, cannot follow what has been written (6 pts.)	Introduction not stated clearly, purpose is somewhat weak, paper not well organized, content is not orderly, confusing, text does not flow well (8 pts.)	Introduction to topic, purpose is stated clearly, content is orderly, flows well, examples given (10 pts.)
Language/Mechanics (10 points)	To frequent errors in spelling, grammar, word choice, punctuation, totally distracts and makes reading difficult (4 pts.)	Misspellings and poor grammar and word choice throughout, difficult to read, assignment not proofread (6 pts.)	Occasional misspellings, questionable word choice, several grammatical errors, somewhat difficult to read (8 pts.)	Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read (10 pts.)
Presentation (10 points)	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings. Not comprehensible (4 pts.)	Student(s) need to work on communicating more effectively Limited comprehension, not neat, headings and subheadings, inconsistent margins, distracting fonts or type used	Student(s) effectively communicated the results of research. Somewhat comprehensible, somewhat neat, some headings and subheadings, margins not consistent throughout, different fonts used distracting	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity, originality,

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		(6 pts.)	(8 pts.)	comprehension and is neat (10 pts.)
Internet References (10 points)	Less than 2 internet sites/sources, some references not APA (4 pts.)	Used 2 credible internet sites/sources, some references incorrect APA (6 pts.)	Used 3 credible internet sites/sources, some references incorrect APA (8 pts.)	Used more than three (3) credible internet sites/ sources, using APA correctly (10 pts.)
Additional References (10 points)	No documentation of library resource(s) (4 pts.)	Used one library resource, incorrect APA (6 pts.)	Used two library resources, some references incorrect APA (8 pts.)	Used three or more library resources, using APA correctly (10 pts.)
Critical Analysis (10 points)	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence. (4 pts.)	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper. (6 pts.)	Student (s) product shows good effort was made in analyzing the evidence collected (8 pts.)	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student is demonstrated clearly (10 points)
Lesson Plan/Activities (10 points)	Activities are unrelated to objectives. Activities are extraneous and irrelevant. No attempt is made to individualize activities for student learning styles or strengths (4 pts.)	Activities relate peripherally to objectives. Activities appear extraneous and irrelevant therefore not applicable to students with different learning styles and strengths (6 pts.)	Activities relate to objectives. Some activities may be extraneous or irrelevant. Activities with minimal modifications applicable to students of more than one learning style and strength (8 pts.)	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities (10 pts.)
Lesson Plan/Activities Objectives (10 points)	Objectives are missing, not discernable and/or totally unclear (4 pts.)	Objectives are not clear thus not providing a clear sense of student expectations (6 pts.)	Most of the objectives are clear as well as the student expectations (8 pts.)	All objectives are clear and provide a clear indication of student expectations (10 pts.)
Lesson Plan/Activities Grade Level Appropriateness (10 points)	Objectives and activities are inappropriate for the intended grade level (4 pts.)	Some, but not all, objectives and activities are appropriate for the intended grade level (6 pts.)	Most objective and activities are appropriate for intended grade level (8 pts.)	All objectives and activities are appropriate for the intended grade level (10 pts.)

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Rubric for Group Project Presentation

Criteria	Excellent (50 points)	Average (35 points)	Poor 20 points)
Content	Relates to topic; knowledgeable; geared to audience; engages audience, raises or invites questions, and stimulates curiosity; well-informed, informative; valuable information; factual	Relates topic; informative; valuable information; minimally engages audience, raises or invites questions, and stimulates curiosity; factual	Topic unrelated; information of little or no value; fails to engage audience, raise or invite questions, and stimulate curiosity; not factual
Presentation Style	Comprehensible; met needs of audience; voice, gestures, eye contact, grammar were strong; group members are appropriately dressed; members answer audience questions; end with effective final presentation; members not dependent on notes	Comprehensible most of the time; voice, gestures, eye contact, and grammar were adequate; group members not dressed appropriately; members answer some audience questions; end with mediocre final presentation; members depend on notes somewhat	Unclear organization; weak vocal qualities, gestures, eye contact, and grammar during presentation; group members' attire distracts from presentation; members do not answer audience questions; ends with no final presentation; members depend almost fully on notes
Group Dynamics	Entire group was present; role of each member was clear and essential to the project; input was effective; group members were cooperative	Entire group was present; each member gave input; each member was cooperative	Group member(s) absent; input given by one or a few members; group members were uncooperative
Visual Aids and Equipment	Appropriate to presentation; effective; suitable; and educational	Understandable; some reference made to visual aids during presentation	Unreadable; no reference made to visual aids during presentation
Language/Mechanics	Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read	Misspellings, poor grammar in several places, not double spaces, somewhat difficult to read	Numerous misspellings and poor grammar throughout, not double spaced, difficult to read
Internet Sources	Used more than three credible sites/sources	Used three credible sites/sources	Used fewer than three sites/sources; sources not credible
Additional Research Materials	Used more than five credible sources	Used five credible sources	Used fewer than five sources; sources not credible
Acknowledgement of Sources	Referred to all sources; compliance with APA style; bibliography available	Referred to 75% of sources; complied with APA style somewhat; bibliography available	Referred to less than 75% of sources, not in compliance with APA style; no bibliography
Technology/Technical Aspects (especially PowerPoint)	Good instructional design principle is evident (especially in any sound effects and transitions); content readable (large font size, legible colors); uses multimedia (e.g., sound and video); uses	Uses small number of graphics; good transition between slides; slides show bullet points, not the entire text of the presentation; content is readable; graphics support or elaborate on content	Content is not very readable, uses small number of slides; text has grammar or spelling errors; graphics distract from or do not support or elaborate on content

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	several graphics; graphics support or elaborate on content	reasonably well	
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Rubric for Clinical/Field Experience

Criteria	LEVEL 1 Unfavorable	LEVEL 2 Marginable	LEVEL 3 Acceptable	LEVEL 4 Favorable
Content (100 points)	<ul style="list-style-type: none"> •Large parts are incomplete; journal entries missing; reflections not thought out and difficult to follow; poor description of school; no demographic information; poor quality shows poor effort; visits documented by teacher (60pt) •Purpose of details or evidence is not clear (2pt) 	<ul style="list-style-type: none"> •Format is minimally complete, and/somewhat difficult to follow; journal entries for most dates of school contact with time frame often missing; reflections not well thought out; report shows minimal effort; minimal description of school; limited demographic information; visits to school documented by teacher (75 pts.) •Details/evidence provided in analytical discussion are proficient; relevant and sufficient (3pt) 	<ul style="list-style-type: none"> •Format is mostly accurate, complete, and/or easy to follow; journal entries for most dates of school contact; reflections minimally thought out; good quality report shows good effort; satisfactory description of school; minimal demographic information; visits to school documented by teacher (85pt) •Details/evidence provided in analytical discussion are proficient; relevant and sufficient (4pt) 	<ul style="list-style-type: none"> • Format is complete and easy to follow; journal entry for each date of contact at school; excellent, well thought-out reflections show superior efforts; full description of school; demographic information; visits to school are documented by teacher (100pt) •Details/evidence provided in analytical discussion are distinguished; convincing and compelling (5pt)
Organization (100 points)	<ul style="list-style-type: none"> •Organization is unclear or nonexistent (30pt) •Information gaps/irrelevant information (10pt) •Lacks unity and/or coherence throughout (10pt) 	<ul style="list-style-type: none"> •Organization is clear (35pt) •Paragraphs unite related information (15pt) •Transitions connect ideas, sentences, and paragraphs (15pt) 	<ul style="list-style-type: none"> •Organization of report is clear, appropriate, and consistent (40pt) •Paragraphs demonstrate appropriate order and unity (20pt) •Transitions between ideas, sentences, and paragraphs are consistent and appropriate (20pt) 	<ul style="list-style-type: none"> Organization of report is especially effective (50pt) •Paragraphing is especially effective in unifying and ordering related material (25pt) •Transitions between ideas, sentences, and paragraphs are smooth and provide a sense of “flow” (25pt)
Language, grammar, Mechanics (100 points)	<ul style="list-style-type: none"> Numerous misspellings and poor grammar throughout, not double spaced, difficult to read, too many sentences poorly constructed (60pt) Follows standard rules 	<ul style="list-style-type: none"> Misspellings, poor grammar in several places, not double spaced, somewhat difficult to read (70pt) •Has very few, minor 	<ul style="list-style-type: none"> •Has very few, minor errors which do not affect readability and has very few “typos”, uses some sentence construction variety (85pt) 	<ul style="list-style-type: none"> Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read, using a variety of sentence constructions effectively (100pt)

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	of grammar, no grammar or spelling errors, double spaced, easy to read, using a variety of sentence constructions effectively (100pt)	errors which do not affect readability and has very few “typos”, uses some sentence construction variety (85pt)		
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Rubric for Class Attendance & Participation

Criteria	Excellent (100 points)	Average (75 points)	Poor (60 points)
Participation in Class	Attends all but one or two class sessions; on time; always well prepared for class, evident that student has completed all reading assignments prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class discussion, consistently contributes to in-class activities	Generally well prepared for class; evident that student has completed some reading assignments prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class; three absences and/or excessive tardies	Does not attend class on consistent basis; never prepared for class, evident that student has not completed reading assignments prior to class; exhibits negative attitudes toward course and class members; does not contribute to class discussions or in-class activities; four absences and/or excessive tardies
Language/Mechanics	Follows standard rules of speech and grammar, uses anecdotal information only when relevant to topic, respects other students’ right to express their points of view; does not interrupt when others are speaking, considerate	Inappropriate speech and grammar, uses questionable anecdotal information, tendency to monopolize discussion, sometimes fails to show respect for others’ right to express ideas and opinions; uses slang	Poor speech and grammar, uses inappropriate or irrelevant anecdotal information, monopolized discussion, fails to show respect for others’ right to express ideas and opinions, rude, abrasive, uses slang, may be offensive

Student Acknowledgment and Understanding

I, _____, **acknowledge** receipt of a syllabus and the course schedule for Dr. Wallace’s EDF 2085 Introduction to Diversity for Educators class for Fall Semester 2010 at Florida A&M University.

I understand it is my responsibility to read, know and abide by the requirements stated in this syllabus.

I understand I should see or call the professor as soon as any problems occur during the term.

Student signature: _____

Student ID # _____

Date: _____

Course Requirements Met

COURSE EDG 2085	ASSIGNMENT	DESCRIPTION OF ASSIGNMENT	CORRESPONDING STANDARD(S)
	Chapter Review(s)	10 chapter review(s) reflecting diversity in teaching or student environment	CF 1-1.1 FEAP 2.1, 5c GOALS 2, 4, 5
	Authentic Group Research Project	Candidates develop group research project on an assigned topic related to diversity, a 10 page APA research paper	CF 1-1.1; 2-2.3; 4-4.5; 5-5.7 FEAP 2.1, 5.1, 8.1, 8c GOALS 2, 3, 6
	Authentic Group Research Presentation	Candidates present results of research project via technology based oral presentation	CF 1-1.1; 2-2.3; 4-4.5 FEAP 2.1, 2c, 5.1, 8.1, 8c GOALS 2, 3, 6
	Field Clinical	Candidates must complete 15 hours of clinical observation in a public school classroom.	CF 1-1.1; 2-2.3; 4-4.5; 5-5.7 FEAP 2.1, 2b, 2d, 2e, 5.1, 5b, 5c, 8.1, GOALS 2, 3, 4, 8
	Field Clinical Log and Narrative	Candidate must summarize a highlight of clinical experience, using FEAP as a guide for observational areas.	CF 1-1.1; 4-4.5 FEAP 2.1, 2c, 5.1, 5c GOALS 2, 3, 4, 8
	Class Participation	Candidates must model teacher behavior by attending class on time, participating in class discussions.	CF 1-1.1; 2-2.3; 4-4.5 FEAP 2.1, 5.1, 8.1
	Examinations	Candidates must pass three multiple choice/essay exams with a score of 70% or higher.	CF 1-1.1; 2-2.3; 4-4.5 FEAP 2.1, 5.1, 8.1

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How to Reference Source using APA Style

- a) The reference list should contain only those works that are cited in the text
- b) Use the APA style for references. Remember all cited work must be referenced in text.
- c) Do not use footnotes in your text.
- d) Examples of references to book, a chapter and a journal article follow:

A book:

Graner, R. (1987). Metacognition and Reading Comprehension.
New York: Ablex

A Chapter:

Tatsuoka, M., & Silver, P. (1988). Quantitative Research Methods in Education Administration. In N.J. Boyan (Ed.), Handbook of Research on Educational Administration. (pp.677-701). New York: Longman.

A journal article:

Tyack, D. B., & Hansot, E. (1988). Silence and Policy Talk:
Historical puzzles about gender and education. Educational Research, 17(3), 33-41.

How to Reference Electronic Source using APA Style

(Source: <http://www.apastyle.org>)

Reference Examples for Electronic Source Materials

Article in an Internet-only journal

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3*, Article 0001a. Retrieved November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Article in an Internet-only newsletter

Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Video counseling for families of rural teens with epilepsy -- Project update. *Telehealth News, 2(2)*. Retrieved from <http://www.telehealth.net/subscribe/newsletr4a.html>

*Use the complete publication date given on the article.

*Note that there are no page numbers.

*In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is all that can be provided in the reference.

*Whenever possible, the URL should link directly to the article.

*Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

Nonperiodical documents on the Internet

Stand-alone documents, no author identified, no date

GVU's 8th WWW user survey. (N.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

*If the author of a document is not identified, begin the reference with the title of the document.

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge

(S) Skill

(D) =Disposition

Document available on university program or department Web site

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies Web site: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

*If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Other Electronic Sources

Electronic copy of a journal article, three to five authors, retrieved from database

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78, 443-449. Retrieved October 23, 2000, from PsycARTICLES database.

*When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

Citations in Text of Material

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words *page* and *chapter* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)

(Beutler, 2000, Conclusion section, para. 1)

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Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Respectful Behavior: The Teacher Candidate demonstrates respectful behavior (Please use a ✓ to indicate level of performance.)				Outcome
				F (4)
				A (3)
				M (2)
				U (1)
<ul style="list-style-type: none"> • Considers opinions of others with an open mind (respects diversity) • Listens to others in a variety of settings • Provides equitable learning opportunities for all • Considers background interests and attitudes • Reacts reasonably to situations (avoids verbal confrontational behavior) 				
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Ethical Behavior: The Teacher Candidate demonstrates ethical behavior (Please use a ✓ to indicate level of performance.)				Outcome
				F (4)
				A (3)
				M (2)
				U (1)
<ul style="list-style-type: none"> • Demonstrates academic honesty <ul style="list-style-type: none"> ○ Avoids plagiarizing • Demonstrate honesty inside and outside of the classroom • Demonstrates trustworthiness • Understands the importance of professional code of ethics • Advocates fairness 				
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Reflective Behavior: The Teacher Candidate demonstrates reflective behavior (Please use a ✓ to indicate level of performance.)				Outcome
				F (4)
				A (3)
				M (2)
				U (1)
<ul style="list-style-type: none"> • Accepts feedback and suggestions, and incorporates in subsequent practice in various settings • Demonstrates accurate self-analysis regarding ones strengths and weaknesses 				

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(K)=Knowledge (S) Skill (D) =Disposition

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(K)=Knowledge **(S)** Skill **(D)** =Disposition