



Education 350 & Sociology 317: Diversity in Schools, Homes and Communities

Dr. Emma Cody-Mitchell

Fall 2011

Class Period: Tues./Thurs. , 12:00 – 12:50, Room 64

Office Location: Stokely Memorial, Room 21

Office Phone: (865) 471-3547

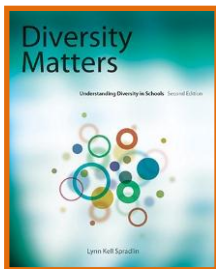
E-mail Address: ecody-mitchell@cn.edu

Office Hours: Mon. & Wed. 10 – 12; Tues. & Thur. 10:00 – 12:00

Course Description

This course explores diversity in contemporary society and the implications of it for today's student population, schools and classroom teachers. Exploration of the relationships between students, schools, homes and communities will include the examination of value systems, communication strategies, roles of government, and power structures. A particular focus will be on meeting the needs of all learners through collaboration with other professionals including school administrators, school counselors and social workers, special educators, general educators, occupational, speech, and physical therapists, and other members of the medical profession.

Textbooks and Supplemental Reading Sources



Diversity Matters: Understanding Diversity in Schools, 2nd Edition

Lynn Kell Spradlin/Wadsworth; ISBN-13: 978-1-111-34167-1 © 2012

- Publication Manual of the American Psychological Association, 6th ed.
- *The Carson-Newman Writing Guide*
- Selected readings and assignments from Edvance 360, Online Assignments, various Internet sites, professional journals, standards publications, and books.

Course Objectives

This course will examine the interrelationship between the home, school and community in successful educational processes as it pertains to the many diverse populations in the school environment. Candidates will be provided with opportunities to gain an understanding of how students differ in their approaches to learning and to create instructional opportunities that are appropriate for diverse learners. Readings, discussions and learning activities will focus on defining strategies for establishing effective home-school-community partnerships for diverse populations, highlighting the many benefits obtainable from such relationships, and developing plans and materials useful for the implementation of successful partnerships.

Persons who are being licensed to teach in Tennessee are required to demonstrate their mastery of approximately 150 competencies as specified by the Tennessee State Department of

Education. This course is required for persons who are seeking to become licensed as a teacher through Carson-Newman College's teacher education program.

The course content is designed to provide candidates with opportunities to develop:

- ❑ an applied understanding of how students of diverse cultural, language and academic backgrounds differ in their approaches to learning;
- ❑ an applied understanding of psychological and social variables, cultural value systems, traditions, communication strategies, learning styles, familial relational patterns, and historical experiences and contributions of diverse populations;
- ❑ an applied understanding of power structures and the role of governments in providing for the education of all community residents.
- ❑ an applied understanding of the common challenges and barriers to teaching and serving in a multicultural society;
- ❑ attitudes and dispositions that contribute to understanding, valuing, teaching and helping students and clients from diverse cultural, language and academic backgrounds;
- ❑ skills in cross-cultural communication in order to create culturally relevant and caring environments that academically, personally and socially promote student development;
- ❑ skills in the design and implementation of culturally relevant curricula, programs, and interventions that are adapted to diverse learners.

Activities to Achieve Course Objectives

Based on input from students, activities that are hands-on and interactive appear to be the most effective for meeting course objectives. Students are expected, therefore, to have read assignments prior to coming to class and to come to class ready to actively engage the content of the course through discussions with each other and the course instructor, viewing and analyzing media presentations, and completing projects outside of class that will supplement the material discussed in class. Specifically, the objectives will be achieved using the following instructional methods: lectures, discussions, case studies, presentations, observations, textbook readings, audio-visuals, role-playing, interactive learning activities, tests, family involvement program development, and communication plan.

Course Relationship to Unit Conceptual Framework

As reflected in the Unit's Conceptual Framework, a document that details the guiding philosophy for the preparation of professional educational personnel at Carson-Newman College, the School of Education is committed to preparing teachers and other school personnel who have in depth knowledge of the profession from a historical, philosophical and sociological perspective. The course will provide the knowledge and skills necessary for educational personnel to effectively interact and communicate with parents, students, colleagues, administrators and the general public. These are essential skills that teachers and other school personnel must have in order to teach diverse learner populations. An in depth understanding of diverse populations and their educational needs is explored extensively in this course. This course, as indicated in the course objectives above, addresses the importance the School of Education places on helping students understand the role of educators and academic support personnel in building a coequal relationship with all parties involved in the educational process.

Program Assessment Processes

The assessment process for students in the Teacher Education Program focuses on helping its students develop the knowledge, skills, and dispositions to become effective teachers, leaders, and counselors for a diverse P-12 population. To ensure students are satisfactorily progressing towards achieving their goals to become a competent professional, the School of Education requires students to be actively involved in this process via the creation and maintenance of the Professional Development Plan (PDP). Completed student assignments and reflections, referred to as course artifacts, are compiled and reviewed at three key assessment points: upon official acceptance into the Teacher Education Program; after completion of the required methods courses; and following the student teaching experience. Assessments at these points provide an opportunity for faculty and students to review academic and dispositional progress and set appropriate personal goals for continued development, academically and personally.



Academic Integrity

Plagiarism and other forms of academic dishonesty will be reported to the Chair of Teacher Education, Dean of Education and the Academic Affairs office. Students are encouraged to adhere to the prescribed standards of academic honesty as listed in the Carson-Newman College Handbook. Student essays may be submitted to anti-plagiarism websites and compared to previous student submissions for analysis. Academic dishonesty may result in sanctions; including, but not limited to, a grade of “**F**”, loss of credit for the course and, upon previous, recurring or gross dishonesty, expulsion from the college.

Carson-Newman College Services for Students with Disabilities

Any student with a special documented disability (sight, hearing, language, mobility, etc.) which may affect class activities should contact Mr. David Humphrey in the Wellness Center to provide appropriate documentation. He may also be reached at 471-3268 or 471-4808, through campus mail at Box 72018, or by email at <mailto:dhumphrey@cn.edu>

Evaluation Strategies

Assignments	Points	Grading Scale
Examinations (3)	225	A = 511 - 550 (93%)
Diversity and Education Journal	75	B = 478 - 510 (87%)
Final Examination	100	C = 429 - 477 (78%)
Critical Review Paper	100	D = 379 - 428 (69%)
Interactive Learning Activities & Class Participation	50	F = 0 – 378 (Below 69%)
Total Points	550 points	

Class Attendance

The policy regarding class attendance is as follows:

"Attendance at all class meetings is required and a student is responsible for all the work, including tests and written assignments of all class meetings. Each individual faculty member will establish the consequences for absence and publish this in the course syllabus. If students must miss class for any reason, they are obligated to account for their absences to their instructors and arrange to obtain assignments for work missed. Students will be allowed to make up class work missed if the absence was caused by documented illness, death of an immediate family member, or participation in college sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work."



Class participation is part of the course grade and logically one must be physically present in order to participate. **Students will only be allowed to make up work in the case of a documented personal illness, family death or official school activity that requires them to be absent.** The student is required to inform the instructor, in advance, of upcoming class absences. Personal notification is in addition to the attendance notices generated from college departments, groups, etc. Late assignments due to an absence resulting from a documented illness, death of an immediate family member, or participation in college sponsored activities **must be submitted at the next class meeting after the absence.** It is advised that assignments be submitted prior to the scheduled absence, when possible.

Students are responsible for any assignments or course changes that are announced in their absence or on Edvance 360. If permitted, it is the student's responsibility to arrange to obtain missed assignments and submit work on the day the student returns to class. Remember, students will only be allowed to make up work in cases of documented personal illnesses, family death or attendance at official school activities that requires them to be absent from class.

When a student has been absent three times, a report will be sent to the academic advisor. A student who misses four (4) class periods will be dropped from the course with a grade of "**F**". Three (3) class tardies will be calculated as a class absence.

Class Sessions and Aims

Class discussion can be a useful means of communicating an understanding of the course material. Students are expected to fully participate in class discussions by responding to questions, comments and concerns posed by others, and introducing relevant comments of their own. Rearrangement of seating patterns may be required to facilitate discussion and group activities, depending on the size of the class.



In-Class Cell Phone Policy – Classroom Environment

Maintaining a positive learning environment is the responsibility of all class members. The use of communication and entertainment devices in the classroom can not only be a serious distraction for others, but it may also be viewed as disrespectful to others and towards the learning process.

The use of cellular phones, Ipods, MP3 players, radios, and similar devices are prohibited during class sessions. (Text messaging during class is also not allowed.) Cell phones should be turned off prior to entering the learning environment. **A 10% deduction of total class points earned will be assessed for the first breach of this policy. A 25% deduction will result at the second infringement – NO EXCEPTIONS. Students who continue to violate this policy will be asked to leave the learning environment.**



Activities to Achieve Course Objectives

Based on input from students, activities that are hands-on and interactive appear to be the most effective for meeting course objectives. Students are expected, therefore, to have read assignments prior to coming to class and to come to class ready to actively engage the content of the course through discussing with each other and the course instructor, viewing and analyzing media presentations, and completing projects outside of class that will supplement the material discussed in class.

Class Discussions – Active involvement in class discussions can be a useful means of communicating an understanding of the course material. Students are expected to fully participate in class discussions by responding to questions, comments and concerns posed by others, and introducing relevant comments of their own. Rearrangement of seating may be required to facilitate discussion and group activities, depending on the size of the class.

Interactive Learning Activities - In order to reinforce readings, presentations, and discussions, various in-class activities will be assigned that require group and individual contemplation. Sincere consideration of the assignment from all group members is expected during these sessions. Individual and/or group responses should be submitted at the end of each activity.



Edvance 360 and Online Assignments - Various instructional activities will be assigned utilizing the internet. These assignments will require class members to connect to the Carson-Newman College website and enter the Edvance 360 feature. In order to access this application, each class member is required to activate her/his campus account. Several course activities require students to visit the textbook website; these assignments will be announced in class. Class members are expected to complete online assignments **prior** to class. (Note: If you are unsure about connecting to the campus site, please contact the instructor or Campus Computing.)

Syllabus Change Policy

Based on the needs of the students and extenuating circumstances and/or unforeseen events, the instructor reserves the right to alter the syllabus and the activities required for evaluation to ensure that course objectives are appropriately addressed. No extra credit activities will be permitted for individual students unless those activities are made available to all students.

Written Work

Class members are expected to complete several written assignments during the term, and to submit the assignments according to the schedule on the course calendar or as announced in class. The student is expected to turn all assignments in on time. Students will only be allowed to make up work in the case of a documented personal illness, family death or official school activity that requires them to be absent.



Unless completed in class, all written work should be computer processed, 12 pt. font, 1½ - 2 line spaced and submitted in both paper and digital form. A cover page (listing name, course information, date, etc.) should accompany all assignments.

1. Diversity in Education Critical Review Paper

The group will read one of the prescribed professional books and present to the class. The groups will prepare a 1500 word (maximum) critical review of the book (which relates to the course goals and objectives). The groups will **lead 30 minute** class discussion of the book, provide online summaries and a twenty item annotated bibliography of current related texts and articles on the subject. See the Critical Review Evaluation rubric for additional information.

Educ. 350 & Soc. 317 Group Members				
Group 1	Group 2	Group 3	Group 4	Group 5

2. Home, School and Community Journal

Class members should maintain a journal of diversity issues related to educational and general societal realities that they encounter as they proceed through this semester. The reflections should focus on your reactions to the class readings, discussions, newly experienced or observed issues of diversity in your everyday life, in news stories, etc. (Note: diversity includes more than culture and ethnicity; it also includes gender, religion, ability/disability, sexual orientation, SES, etc.) In addition to the topics detailed in each lesson, journal about how you think the academic, person-social and career needs of PreK-12 students of diverse cultural, language and academic backgrounds can be addressed in your role as a teacher, counselor or administrator.

As you engage in conversations with parents and community members, in other courses, field placements, or counseling sessions, consider how what you experience ties into the issues covered in this course; comment on educational considerations you observe, or perceive to be related to the role and function of schools in our society. (Remember diversity is more than cultural or ethnic differences.) Discuss what your personal reactions, thoughts and feelings are and about what society needs to know about diversity, cultural and ethnic identities, etc. Your journal should reflect your personal views throughout the semester. Journal regularly, at least one detailed entry per week, more frequently could be beneficial. ***Your journal entries should include several critical questions about what is discussed/observed (no mere yes/no responses allowed) and provide answers or personal opinions about the possible answers. Assignment is due December 6, 2011.***

3. Interactive Learning Activities and Class Participation

In order to reinforce readings, presentations, and discussions, various in-class activities will be assigned that require group and individual contemplation and participation. Sincere consideration of and participation in the assignments from all group members is expected during these sessions. Individual and/or group responses should be submitted at the end of each activity. Class participation points are acquired through attendance and active participation in these and other course activities.

COURSE SCHEDULE (Subject to Revision)

Day	Date	Topic	Assigned Readings/Activities
	8/25	Introduction to Course	
	8/30	Pre-Assessments	Online Assignment Understanding Prejudice.org http://www.understandingprejudice.org/demos/
	9/1	Minority Status and Marginalization	Chapter 1
	9/6	Diversity in America	Edvance 360 Assignment
	9/8	Power, Disparity, and Expectations Collide: Minority Family Attitudes, Academic Expectations, and Treatment in Schools	Chapter 2
	9/13	School Climate: Effects on Minority Student Achievement and Socio-emotional Adjustment	Chapters 3
	9/15	Teacher: Power to Influence	Chapter 4
	9/20	Exam 1	
	9/22	Native American Populations	Chapter 5
	9/27	Asian American Populations	Chapter 6
	9/29	Latino/a Populations	Chapter 7
	10/4	African American Populations	Chapter 8
	10/6	Minority Voices Discussion	Edvance 360 Assignment
	10/11	Exam 2	
	10/13	Lesbian, Gay, Bisexual, Transgendered, and Questioning	Chapter 11
	10/20	Persons' with Disabilities	Chapter 12
	10/25	Poor & Working Class Issues Girl's & Women's Issues	Chapters 9 & 10

	10/27	Communication Strategies	Edvance 360 Assignment
	11/1	Communication Strategies	Edvance 360 Assignment
	11/3	Exam 3	
	11/8	Understanding the Achievement Gap between Minority and Dominant-Culture Students: Stratification Effects	Chapter 13
	11/10	Best Practices for Multicultural Education	Edvance 360 Assignment
	11/15	<ul style="list-style-type: none"> Transforming Knowledge: A Primary Form of Teacher Advocacy Moving from Knower to Doer: Advocacy for Educators 	Chapter 14 Chapter 15
	11/17	Diversity in Education Group 1	<u>ALL</u> Diversity in Education Critical Review Papers Due <i>(Even if you are not presenting)</i>
	11/22	Diversity in Education Group 2	
	11/29	Diversity in Education Group 3	
	12/1	Diversity in Education Group 4	
	12/6	Home, School and Community Journal Discussion	Home, School and Community Journal Due

Wednesday, December 14: FINAL EXAMINATION
12:00 noon – 2:00 p.m.

Critical Review Evaluation

Name: _____

Date: _____

Title: _____

Criteria	Points Possible	Points Earned
Organization and Structure Paper is organized, has smooth transition, and structure is consistent throughout paper.	20	
Grammar and Spelling Paper is free of grammatical and spelling errors.	10	
Book Summary Paper includes a concise and sufficiently detailed summary of the book.	5	
Critique of Book Paper addresses the following: <ul style="list-style-type: none"> ✓ Identifies and discusses the educational issues the author focuses upon in the book. ✓ Presents the arguments the author makes about the educational and sociological issues. ✓ Compares and contrasts the book with the materials (hard copies, lectures, webcasts, and Internet sources) used in this course. ✓ Discusses the strengths and weaknesses of the author's position. ✓ Presents additional political, social and economic issues that the author should have addressed. 	40	
Overall Evaluation of Book Paper includes a well-written, concise and thorough conclusion that provides a scholarly evaluation of the book.	25	
Paper submitted on time. (Ten points will be subtracted for each day, weekends included, the assignment is late.)		
TOTAL POINTS	100	

Note: Attach this rating form to your paper when you turn it in.

Comments:
