



EDCI 559

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Diversity and Equity in Education

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COURSE INFORMATION

Course Text: Gollnick, D. & Chinn, P. (2012). *Multicultural Education in a Pluralistic Society* (9th edition). Boston: Allyn & Bacon.

Course Description: This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

COURSE REQUIREMENTS

The goals of EDCI 559 include, but are not limited to providing students the skills necessary to accomplish the course objectives.

Student Learning Outcomes

Learning outcomes are supported by NCATE **Standard 4: Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Moreover, learning outcomes are supported by the Goals and Objectives of The National Association for Multicultural Educators-NAME <http://nameorg.org/names-missio/goals-objectives/>

There are six points of consensus regarding multicultural education that are central to NAME's philosophy, and serve as NAME's goals:

- To respect and appreciate cultural diversity.
- To promote the understanding of unique cultural and ethnic heritage.
- To promote the development of culturally responsible and responsive curricula.

- To facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
- To eliminate racism and discrimination in society.
- To achieve social, political, economic, and educational equity.

During this course, the learner will:

1. Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher. - *Accomplished by textbook readings, stepping outside your comfort zone and discussions.*
- 2.
3. Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc. -*Accomplished by textbook readings, interview with an ELL and discussion prompts.*
4. Become familiar with literature about children in different populations on the topic of diversity and learning. *Accomplished by textbook readings, interview with an ELL and essay and discussion prompts.*
5. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom. *Accomplished by textbook readings, discussion prompts, cultural memoir, and stepping outside your comfort zone.*
6. Identify and implement instructional and management strategies that are successful among diverse populations. *Accomplished by textbook readings and discussion prompts, interview with an ELL and essay, and stepping outside your comfort zone.*

Instructional/Methods/Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/ objectives for the course and instructional units/modules. The following will align the course objectives with the various combinations of assignments, activities, discussions, readings, research, etc. the students will participate in. Each of the assignments, activities, discussions, readings, research, etc will be worth a specific amount of points.

ASSIGNMENTS

1. Discussion Posts and/or Activities See Ecollege for Due dates (25 points each)

You will be assigned activities and/or discussion prompts/questions. These will be located under the **discussion** tab in ECollege. You are to respond to the **instructor's prompts/questions** by the closing date of the module **11:59 p.m.**

Response Posts: Each student must post **ONE** original response **OR** respond to at least **ONE** of their peer's discussion posts for each discussion prompt by **the closing date of the module by 11:59 p.m. (not activities).**

Each response post should insightfully answer the question posed and be grounded in empirical evidence (meaning you will support your response with evidence from your readings). Each should show evidence of critical thinking and continue to further the discussion. Stating I agree is not adequate. Please see the Discussion Board Rubric in Doc Sharing so that you know how you will be graded.

2. Cultural Memoir Essay Due (75 points)

You should collect three to six significant objects, photographs, writings, etc. to help you think about your own cultural background. You will write a reflective essay that describes the objects you chose (you may scan these in) and addresses the following questions, as appropriate and in ways that are meaningful to you. You may substitute other questions if you choose. **YOU MUST USE HEADINGS IN YOUR PAPER.**

- What do the objects in your memoir signify to you in terms of cultural values?
- What have you learned from others in your social context about who you are, what is important to you, what values you hold, how you think about education and yourself as a student and a teacher?
- What life experiences (e.g., cross-cultural experiences, travel, friends who are different from you) have helped you make what is invisible, more visible related to your cultural values?
- What are the connections with the things that you learned about yourself during this assignment and the expectations you have for students in your classroom?
- How have your values and perspectives shaped how you think about others? About difference? About social justice in schools and society?

3. Stepping Outside Your Comfort Zone (75 points)

Think about a movie you have seen, a play, a book you have read, or a television show recently that made you think differently about a group of people or a situation. It needs to really reflect some kind of diversity. You will write a two page, double spaced reflective essay about this topic. How did it make you feel differently? Why did it make you feel this way? What were specific events that made you feel this way? What will you if anything do differently because of this? How does this relate to you in your current job or for what you want to do in the future? These are just a few examples of questions you should address.

4. The Interview with an ELL and Essay (75 points)

Interview an adult or teenager whose first language is not English. The interview should focus on that individual's experiences learning the English language. In particular, focus the interview on: 1) the method by which the person learned or is learning English; 2) what does/did the person find most frustrating or difficult about the experience; 3) what aspects of U. S. society and culture does the person find difficult to understand; why did the person decide to come to the U. S. You are not limited to these questions; however, at a minimum, these questions must be addressed. Write an essay in which you present your interview findings. Discuss what implications you see in your interviewee's response for you as a teacher of children whose first language is not English as well as those whose first language *is* English.

7. Quizzes (50 points each)

TECHNOLOGY REQUIREMENTS ACCESS AND NAVIGATION

Required Technology: This course will use the online platform Ecollege. Therefore, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP). Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program. You must have the most recent computer software and hardware to successfully complete the course.

Ecollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. By sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an assignment, exam, about course due dates, etc.), please contact the instructor via email or by phone. Email is the best way to contact me. I check it daily, Monday-Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Specific EDCI 559 Course Policies and Procedures

You are expected to participate in all classes and activities. This is an online course so participation is up to you this includes readings, discussions, and assignments.

Research: Research is part of TAMU-C requirements. All faculty members that work at the university must research and publish their research. As action research helps an instructor to determine the worth of the class assignment they develop, I like to do research on assignments and/or activities used in our class. Therefore, any reflective responses to the planned class activities may be used to fulfill my research requirement. However, **all responses used in research articles will be anonymous. That is, no names or any identification about specific students will be used anywhere in my research.** If you disagree to this, please let me know and I will give you a paper to fill out and I will not use any response I know is from you.

Policies:

- 1) The publication manual for the American Psychological Association (APA), 6th ed., should be used for citations, references, and manuscript style for all written work.
- 2) Written work should be turned in according to the class schedule. Assignments are due by 11:59 p.m on the day indicated, unless otherwise indicated. **No late discussion postings will be accepted or receive any credit. No exceptions will be made.** Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home

computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities.

- 3) All assignments should be the student's own work. Please read the student handbook for information regarding the penalty for plagiarism. ***All documented cases of plagiarism will result in an automatic zero (0) on that assignment and may be forwarded to the Office of Student Life for disciplinary action.*** Remember that even copying one sentence without proper citation/quotation constitutes plagiarism!
- 4) Please note that points will be deducted for incomplete assignments and for those that are not of high quality.

Plagiarism Policy:

Professionals are careful to include appropriate citations of all sources. Without citations, you are presenting ideas or words as your own. Paraphrasing another's work calls for a citation to give credit to the author. Even when you cite accurately, you need to use your own words; use direct quotes very sparingly. It is imperative that you create your own work and use your original words. Cutting and pasting from another source is not acceptable.

ACADEMIC DISHONESTY STATEMENT:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in this handbook relating to standards of conduct and academic life.

Definitions

Academic dishonesty includes cheating, plagiarism, falsifying academic records and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Plagiarism occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work. Falsifying academic records includes, but is not limited to, altering grades or other academic records.

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course will be reported. The specific disciplinary process for academic dishonesty is found in the TAMU-C Student Handbook.

Please see the Student Handbook for additional information on academic dishonesty.

Professionalism Component

You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A

need to rethink their reason for being here. ***If you want an A, then you must work to earn the A.*** The Professional Behavioral Standards Evaluation Form will be used at such a time as it is warranted due to non-compliance with these expectations. "All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct).

Online Discussions and Chat rooms

You will be expected to participate in online discussions and some chats. Post to discussion boards answer the questions thoroughly. There is no, "I agree with her" and that's it. You must respond in a professional manner. The discussions, please see rubric. **No late discussion postings will be accepted or receive any credit. No exceptions will be made.**

ONLINE CLASS EXPECTATIONS

Online courses are a lot of work, more so than a face to face meeting. You have to be disciplined to be successful. If you are not, this may not be the course for you. Do not get behind in this course. If you do, you will not succeed. **Your readings and assignments are critical to your success in this course.** The points you earn for discussion boards and activities will help ensure that you are keeping up with your assignments. You also need to have computer equipment that works. I understand storms cause power outages. However, you are still responsible for completing all assignments by the due date. If you are having technical difficulties, you need to get it corrected a.s.a.p. I do not suggest waiting until the last minute to complete your assignments.

All students are expected to maintain high standards of quality of work and integrity. All written assignments are to be word processed, double-spaced and in 12 pt. font. All students are expected to maintain high standards of integrity; any use of the writing of others, must be quoted and cited.

Final Grade: Your final grade is a percentage of total possible points. You can figure your grade at any time by knowing the total possible points to date and computing the percentage. You have the right to appeal your final grade.

University Specific Procedures:

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m.-5:00p.m. Monday through Friday.

Student Code of Conduct: The A&M-Commerce Student [Guidebook](#) (page 55) details student rights and explains grievance procedures. The guidebook includes the Student Code of Conduct.

Dropping a course online: If you are considering dropping an online course please e-mail your instructor stating that you desire to drop the course. The instructor will reply back to you via e-mail with an acceptance of your drop and forward your request to the Office of the Registrar. The Office of the Registrar will process the drop. You may check the status of your drop through MyLeo. Dropping a course may affect your financial aid

<http://www.tamuc.edu/home/finAid/default.asp>) and/or your scholarships
(<http://www.tamuc.edu/scholarship/>). Please check with them before proceeding, if necessary.

****PLEASE NOTE**** This procedure is for dropping an online course only. It does NOT apply to a withdrawal from the university. If you are dropping ALL of your courses, a withdrawal must be completed.

<http://www.tamuc.edu/registrar/pdfs/studentwithdrawal.pdf>

Appeal of Final Grade

Any student who is not satisfied with their final grade and believes he or she can justify why the final grade should be different is welcome to participate in the process of appeals. The policy for appealing a semester grade is available through the office of the Department of Curriculum and Instruction, Texas A&M University-Commerce. Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum and Instruction and continue the appeal at that level.

Academic Integrity/Honesty Statement

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.

NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system and due dates as circumstances may warrant.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system and due dates as circumstances may warrant.

COURSE GRADING SYSTEM

- A "A" will be given for 90%-100% of the total points earned or work that is exceptional quality
- A "B" will be given for 80%-89% of the total points earned or work that is above average quality
- A "C" will be given for 70%-79% of the total points earned or work that is average quality.
- A "D" will be given for 60%-69% of the total points earned or work that is below average quality.
- A "F" will be given for 59% or less of the total points earned or work that is poor quality.

NOTE: The instructor reserves the right to modify any portion of this syllabus, including course assignments, grading system and due dates as circumstances may warrant.

The specific due dates for assignments and discussions will be on Ecollege.