EDCI 559: Diversity and Equity in Education
Spring 2013

Instructor: Bill Humbert, Ed.D. – Clinical Instructor
Office Location: Corsicana site, Navarro College, Bain Building
Office Hours: Monday-Thursday 1:00 – 5:00 PM
Office Phone: 903-875-7615
Cell Phone: 903-654-8005
Office Fax: 903-872-2019
University Email Address: Bill.Humbert@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:


These books will not be in the campus book store so it is best to order them form an online service such as ASCD, Amazon, or some other online service. Always look for the cheapest price, usually used and/or paperback editions will be cheaper.

Course Description:
EDCI 559 Diversity & Equity in Education: Connects issues with each teacher’s own classroom of the future. Examines special factors in the classroom related to students and teachers as learners. Specific topics include multiple intelligence, emotional quotient, learning
styles, teaching styles, cognitive styles, sociological factors, and socioeconomic factors as they affect learning. Issues related to degree candidate’s goal setting and action plans are also incorporated into this course.

This course is fully online. We will have several ClassLIVE sessions through eCollege for presentations. It is important that you refer to the assignments and virtual office in eCollege regularly. **It is absolutely necessary that you check your leo mail regularly.**

**Student Learning Outcomes:**
- **Learning Outcome #1:** The Learner will reflect on personal and professional life developments as they relate to the beliefs and practices of a teacher.
- **Learning Outcome #2:** Students will become familiar with current and classical literature on the effects of diversity on student learning; SES, race, gender, achievement, handicapping conditions, etc.
- **Learning Outcome #3:** The learner will become familiar with children’s literature on the topic of diversity and learning.
- **Learning Outcome #4:** Students will demonstrate, via the *Classroom Teaching Application Log*, the ability to experiment with and analyze the effectiveness of innovative classroom teaching and learning strategies based on new learning in the cohort class, outside reading, and/or staff development.
- **Learning Outcome #5:** The learner will develop an understanding of 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 their classroom.
- **Learning Outcome #6:** Students will identify and implement instructional and management strategies that have research support for the most diverse student population.
- **Learning Outcome #7:** Discuss in detail the impact of your learning this semester on your thinking and beliefs as it relates to diversity in the classroom and best practices strategies.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

Diversity means different things to different people. Within the context of this course, we will discuss the idea of “difference” as embedded in an elementary classroom. The course will touch on many issues around ethnicity, gender, poverty and exceptionality. Students should check the eCollege course on a regular basis for updates and additional information. Make sure you know the due dates for assignments. There will be a reduction in grade on late assignments. Work on assignments on a regularly in order that assignments can be completed within a timely and professional manner. To achieve this, students will be required to do the following:

- **Spend a minimum of 20 hours in your classroom** that is tied directly to innovations you are implementing or want to implement as a result of what you are learning in this class. This requirement is to be documented in your *Teaching Application Log*. (25 points)
- **Presentation of Professional Books.** Each student will read and prepare a reaction paper over the book *A Framework for Understanding Poverty* by Ruby Payne. Each student will read an assigned article related to the Ruby Payne book and write a reaction to the article as it relates to the Ruby Payne book. (25 points ea.)
- **Summarize and review three Journal Articles.** Each class member will select three journal articles from professional journals to summarize. Journal articles should reflect course objectives and be of personal and/or professional interest related to current and/or future elementary multicultural trends, instructional, learning and/or professional development issues. Each student is responsible for posting their article review to doc sharing so other students can read them. These reviews should be two to three pages
Read and analyze the books **Voices in The Park** by Brown, **I Hate English** by Levine, **No English** by Jules, **Mexico-Pequena the Burro** by Parkison, **The Sneetches and Other Stories** by Dr. Seuss, and **The Name Jar** by Choi and develop a lesson on each of these books for one grade, pre-K through 6. Make sure the lesson follows an appropriate lesson cycle, the TEKs are documented and aspects of a proper lesson are included. This is to be presented as a properly written paper with an appropriate cover page. A ClassLIVE presentation will be included on these lesson plans. (25 points ea.)

**Voices in The Park Illustration Lesson.** In this lesson, I want you to take the book, cover the words in the book and look at the pictures (illustrations) and develop a lesson using just these. (25 points)

**“Who Am I’** paper. Submit a formal paper in which you write about various aspects of your professional career as a teacher. (25 points)

Submit a reaction paper of your significant learning during the semester.

To accomplish this outcome you will write a reaction paper that will focus on three major topics: **WHAT?** **SO WHAT??** **NOW WHAT??**

**WHAT??** What content is this class created the most significant insight to you.

**SO WHAT??** What is the significance of this content? Why is it important? What makes it stand out so much? How does it differ from anything and everything else you already know? How is this challenging our present practices?

**NOW WHAT??** What action can/should you take as a professional to improve your effectiveness in instructional strategies? What are some of your individual commitments for the coming year?

Assessment Method: You will submit your reaction paper by the due date to the appropriate Drop Box in eCollege. You instructor will evaluate your paper and score it. (50 points)

**Class participation.** Participate in ClassLIVE presentations and discussions and threaded discussions on selected topics. (25 points)

**Attendance.** Students are expected to stay in contact with the instructor, respond to emails or posted virtual office posting, stay current on assignments and attend all ClassLIVE sessions. (25 points)

**Grading**

Grades will be based on total points earned. There are 450 possible points and the grade equivalents are as follows:

- **A** = 405 - 450
- **B** = 360 - 404
- **C** = 315 – 359
### Appeal of Final Grade in EDCI 559

Any student who is not satisfied with their final grade in EDCI 559 and believes he or she can justify why the final grade should be higher 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 & Instruction, Texas A&M University-Commerce, Commerce, Texas. 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 within 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 & Instruction and continue the appeal at that level.

### TECHNOLOGY REQUIREMENTS

This course is an online course and students are required to have continuous online 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). Both Macintosh and Windows systems are acceptable. Word processing software is required (Microsoft Word preferred).

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo. All emails sent from eCollege (and all other university emails) will go to this account, so check it regularly. Please send all emails to me using this account.

### ACCESS AND NAVIGATION

**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 1-866-656-5511 or through the Online Chat by clicking on the “Live Support” tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email.

**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 8:00 a.m. – 5:00 p.m., Monday through Friday.

### COMMUNICATION AND SUPPORT

**Interaction with Instructor Statement:**
Each student is expected to be an active participant both in the eCollege environment and face to face sessions. All assignments should be complete on time so that each of us will be able to make valued contributions to the to the learning experience. If you need to get in contact with me, email is the best way. I check my email frequently and will get back with you usually within 24 hours. I will also give you my mobile phone number during our
first face to face meeting so, in case of an emergency, you can get in touch with me immediately.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

**Course Specific Procedures:**
**Citizenship:** All students enrolled at the University shall follow the tenets of common conduct found in the Student Handbook.

**Late work:** Students will have plenty of notification and time to complete course assignments. Points will be deducted for assignments turned in late.

**Plagiarism:** Plagiarism will not be tolerated and will result in an F in the course. Students should be exceptionally careful when doing research on line so that they do not use material found on line without proper acknowledgement.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**University Specific Procedures:**

**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@tamu-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).
According to State of Texas HB 2504, this syllabus is to be submitted in advance of when the course is scheduled to begin. Therefore, this preliminary syllabus, course calendar, assignments and course materials may change. The official syllabus will be posted in eCollege and available to students on the first official day of classes. Thereafter, the instructor has the right to modify the syllabus at anytime during the academic term provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample advanced notification.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Due by the end of:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 – January 15 through February 3</strong></td>
<td></td>
</tr>
<tr>
<td>Student information sheet</td>
<td>Week 1</td>
</tr>
<tr>
<td>Introduction to course</td>
<td>Week 1</td>
</tr>
<tr>
<td>Order books</td>
<td>Week 1</td>
</tr>
<tr>
<td>“Who Am I” Paper</td>
<td>Week 1</td>
</tr>
<tr>
<td>Begin reading Ruby Payne book</td>
<td>Week 2</td>
</tr>
<tr>
<td>“Who Am I Paper” due</td>
<td>Week 2</td>
</tr>
<tr>
<td>Research 1st journal article</td>
<td>Week 2</td>
</tr>
<tr>
<td>1st Journal article review due</td>
<td>Week 3</td>
</tr>
<tr>
<td>Read Voices in The Park book</td>
<td>Week 3</td>
</tr>
<tr>
<td>Work on lesson plan for <em>Voices in The Park</em> book</td>
<td>Week 3</td>
</tr>
<tr>
<td>Work on reaction paper to Ruby Payne book</td>
<td>Week 3</td>
</tr>
<tr>
<td><strong>Unit 2 – February 4 through February 24</strong></td>
<td></td>
</tr>
<tr>
<td>Reaction paper over Ruby Payne book due</td>
<td>Week 4</td>
</tr>
<tr>
<td>Lesson plan over <em>Voices in the Park</em> book</td>
<td>Week 5</td>
</tr>
<tr>
<td>Research 2nd journal article</td>
<td>Week 5</td>
</tr>
<tr>
<td>Task</td>
<td>Week</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Read assigned article related to Ruby Payne book</td>
<td>Week 5</td>
</tr>
<tr>
<td>ClassLIVE presentations over lesson plan from <strong>Voices in the Park</strong></td>
<td>Week 6</td>
</tr>
<tr>
<td>2(^{nd}) Journal article review due</td>
<td>Week 6</td>
</tr>
<tr>
<td><strong>Unit 3 – February 25 through March 24</strong></td>
<td></td>
</tr>
<tr>
<td>Reaction paper over article related to Ruby Payne book due</td>
<td>Week 7</td>
</tr>
<tr>
<td>Read <strong>I Hate English</strong> book</td>
<td>Week 7</td>
</tr>
<tr>
<td>Lesson plan over <strong>I Hate English</strong> book due</td>
<td>Week 8</td>
</tr>
<tr>
<td>Research 3(^{rd}) journal article</td>
<td>Week 8</td>
</tr>
<tr>
<td>ClassLIVE presentations over lesson plan from <strong>I Hate English</strong></td>
<td>Week 9</td>
</tr>
<tr>
<td>Read <strong>No English</strong> book</td>
<td>Week 9</td>
</tr>
<tr>
<td><strong>Unit 4 – March 25 through April 13</strong></td>
<td></td>
</tr>
<tr>
<td>Third journal article review due</td>
<td>Week 10</td>
</tr>
<tr>
<td>Lesson plan over <strong>No English</strong> book due</td>
<td>Week 10</td>
</tr>
<tr>
<td>ClassLIVE presentations over lesson plan from <strong>No English</strong></td>
<td>Week 11</td>
</tr>
<tr>
<td>Read <strong>Mexico-Pequena the Burro</strong> book</td>
<td>Week 11</td>
</tr>
<tr>
<td>ClassLIVE presentations over lesson plan from <strong>Mexico-Pequena the Burro</strong></td>
<td>Week 12</td>
</tr>
<tr>
<td>Read <strong>The Sneetches and Other Stories</strong> book</td>
<td>Week 12</td>
</tr>
<tr>
<td><strong>Unit 5 – April 14 through May 8</strong></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Due Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Lesson plan over <em>The Sneetches and Other Stories</em> book due</td>
<td>Week 13</td>
</tr>
<tr>
<td>Read <em>The Name Jar</em> book</td>
<td>Week 13</td>
</tr>
<tr>
<td>ClassLIVE presentations over lesson plan from <em>The Sneetches and Other Stories</em> book</td>
<td>Week 14</td>
</tr>
<tr>
<td>Lesson plan over <em>The Name Jar</em> book due</td>
<td>Week 14</td>
</tr>
<tr>
<td>ClassLIVE presentations over <em>The Name Jar</em> book</td>
<td>Week 15</td>
</tr>
<tr>
<td>Teaching Application log and reaction paper due</td>
<td>Week 15</td>
</tr>
<tr>
<td><em>Voices in The Park</em> illustration lesson</td>
<td>Week 15</td>
</tr>
<tr>
<td>Significant Learning paper due</td>
<td>Week 15</td>
</tr>
<tr>
<td><strong>Close of Course – May 11</strong></td>
<td></td>
</tr>
</tbody>
</table>