EDCI 690 & EDCI 559
Summer I 2014
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.

Additional readings may be provided by the instructor online.

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 book club and textbook readings, stepping outside your comfort zone and discussions.***

2. 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 book club and textbook readings, interview with an ELL and discussion prompts.***

3. Become familiar with literature about children in different populations on the topic of diversity and learning. ***Accomplished by book club and textbook readings, interview with an ELL and essay and discussion prompts.***

4. 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 book club and textbook readings, discussion prompts, cultural memoir, and stepping outside your comfort zone.***

5. Identify and implement instructional and management strategies that are successful among diverse populations. ***Accomplished by book club and 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. You are expected to spend 3-4 hours completing weekly assignments, readings, and discussions.

ASSIGNMENTS

Please note that ONE letter grade will be deducted for each day your Cultural Memoir, Stepping Outside your Comfort Zone, and Interview with an ELL and Essay are submitted late. Another letter grade will be

deducted for each day the assignment is late thereafter. For example, if your assignment is submitted at 12:00 a.m., instead of 11:59 p.m. on the date the assignment is due, the highest grade you can earn is a "B". If it is turned in two days late, the highest grade you can earn is a "C" and so on.
Discussions that are posted late will not be evaluated and the student will receive a "zero" for that discussion.

YOU MUST USE HEADINGS IN YOUR Cultural Memoir, Stepping Outside Your Comfort Zone and Interview with an ELL Papers/Essays. Please see the example paper in Doc Sharing. If you look at the comments in the right margin, I have labeled the headings and sub-headings.

1. **Discussion Posts and/or Activities See Ecollege for Due dates (25 points each)** (EDCI 690 & 559 Students)

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) Due by June 8 @ 11:59 p.m.** (EDCI 559 Students)

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) Due by June 15 @11:59 p.m. (EDCI 690 & 559 Students)

Below, I have provided a list of movies or videos available in your local video store for rent, on cable/satellite TV, or some may be found in the TAMU-Commerce media library. Some of these movies are also available for rent online and you can watch them on your computer. If there is a movie you would like to view that is not on the list below, please get permission from your instructor. **You are to attend an event or view two movies from the same category that will help you learn about a topic and/or group different from a group to which you belong. The idea is that you will experience people different from those who are a part of your normal daily circle of family and friends. So you can not submit for credit an experience from your own group. More information is available on Ecollege.** If you are looking for an event to attend, some can be found on www.dfwinternational.org. View the movies or attend the presentation or event. Take note of your interaction with people at the presentation or event, write a brief reflection of your experience. Your reflection should include the following elements: 1) a synopsis or summary description of the movie plot (if you select movies, please make this portion VERY brief), presentation topic, or event; 2) what insights, new information, or attitude changes you gained about the particular social issue or group involved; 3) what implications you think your new insights, information, or attitudes have for your behavior as an educator. This should be a large portion in your paper. A big emphasis should be placed on this third element.

Movie/Video List for Reflective Essay Assignment

Select **two** of the movies/videos from the SAME category listed below to view and reflect upon.

Immigration, Assimilation and Acculturation

El Norte
Rabbit Proof Fence
Lost Boys of Sudan
When East meets East (East is East)--???
Abandoned: The Betrayal of America's Immigrants
Ellis Island
Farmingville
The Gatekeeper
Split Decision
Banana split
Real Women Have Curves

Issues of Race and Ethnicity

4 Little Girls
Do the Right Thing
Mi Familia
Smoke Signals
Beloved
In America
Joy Luck Club
Rosewood

The Help
American History X
White Identity Theory: Origins and Prospect
Real Women Have Curves

Institutionalized Prejudice

Amazing Grace
To Kill a Mockingbird
Sounder
Lone Star
Amistad
Skin
Come See the Paradise
Das Expereiment
The Help
Held in Trust: The Story of Lieutenant Henry O. Flipper
Violence: An American Tradition
Black Like Me
The House We Live In

Issues of Sexual Orientation

Song Catcher
Straight from the Heart
It's Elementary
Flag Wars
Different for Girls
One Nation under God
This Way Out
The Brandon Teena Story
Southern Comfort
A Boy Named Sue
The Celluloid Closet
Brokeback Mountain
Boys Don't Cry

Issues of Social Class

Norma Rae
Silkwood
Roger & Me
The Big One
Milagro Beanfield War
Matewan
Brassed Off
Maria Full of Grace
Life & Debt

Flag Wars
People Like Us
The Last Graduation: The Movement for College Programs in New York State Prisons After Attica
The Farmer's Wife
North Country
The Corporation

Issues of Gender
Welcome to the Doll House
Whale Rider
Maria Full of Grace
Sexual stereotypes in Media: Superman and the Bride
The Color of Fear: A Film
The Young and the Damned: Los Olvidados
Gender Issues
"In My Country"; An International Perspective on Gender
Lives Together, Worlds Apart: Men and Women in a Time of Change
Boys Don't Cry
North Country
Maria Full of Grace

Issues of Social Justice
Bowling for Columbine
Dead Man Walking
Fahrenheit 9/11
The Control Room
In Whose Honor?
The Jaundiced Eye
Supporting Youth: Their Education an Survival
Democratic Promise: Saul Alinsky and His Legacy
Who Killed Vincent Chin?
Brubaker
Mississippi Burning
When the Levees Broke: A Requiem in Four Acts

4. The Interview with an ELL and Essay (75 points) Due by June 29 @11:59 p.m. (EDCI 690 & 559 Students)

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.

5. Annotated Multicultural Children's Literature Review. (60 points) Due by June 22 @ 11:59 p.m. (EDCI 559 Students)

It is clear that speaking, reading, writing, and listening all support each other. You cannot develop an exemplary classroom without having an extensive knowledge of quality children's tradebooks. You will familiarize yourself with multicultural picture books that you can use in your classroom. For this assignment, you will compile an annotated bibliography of at least 20 books. *Eight of the 20 books must be about Latin or Hispanic culture and/or characters.* Moreover, no books prior to 1985 can be used for this assignment.

For all 20 books, you entries should include complete bibliographic information (author, title, illustrator, date, and publisher), a brief summary (2-3 sentences) of the text, and a brief summary as to how you would use the text as a valuable literacy event in your classroom. Please include the following for each book: (A) Title of the book (B) Author (C) Publisher & Illustrator (D) Date of publication (E) Synopsis/Abstract (F) Classroom/Instructional Implementation.

ALTERNATIVE ASSIGNMENT FOR UPPER GRADES/MIDDLE/HIGH SCHOOL TEACHERS: Certainly exemplary picture books belong in middle and high school. However, if you teach upper elementary/middle or high school, you might choose to read 4 previously **unread** adolescent novels that are multicultural in nature. One of these books must be about Latin or Hispanic culture and/or characters. Please have these selections approved before you read them.

6. Module Quizzes (50 points each) Due by the end of each module. (EDCI 559 Students)

EDCI 690 Students Only

7. Literature Review (150 points) Due by July 1, 2014 @ 11:59 p.m.

You will conduct searches of the professional literature addressing the more pertinent issues surrounding the research in the field of Diversity and Equity and write an organized review of that literature using appropriate citations and references based on the American Psychological Association's (APA) format. Your topic must be approved by the instructor by June 8 @11:59. You will email the instructor by June 8 @11:59 to gain approval. You will review a minimum of 12 different professional journal articles that you have read on your topic. You may not use professional journal articles that go back more than 5 years. Your literature review will be written in an integrated and critical manner. Moreover, you will include a bibliography in APA format.

A literature review is a coherent essay of a literature review. It should be a review of literature that is directly related to a specific topic; this topic is based on a research question. The purpose of a literature review is to explore and know what others have discovered before you begin your own investigation of the literature. This will help ground your topic in a specific context of what is known about a subject to establish a foundation for the topic/question/subject being researched.

This is a way to help you in your literature search and provide you feedback on how you are: (a) writing the bibliographic entry; (b) providing sufficient and significant information from the articles; (c) connecting the content of the article to your specific research topic. The review you submit is included among the 10 or more that you cite in your literature review. Please see more information in eCollege.

8. **Diversity & Equity Research Proposal Assignment (100 points)** **Due by June 22 @ 11:59 p.m**. You will be asked to write an extensive scholarly (empirical research) paper (8-12 pages). You will set it up as an article for publication. More or less, it will have a 1-2 page description of the "problem," the literature review and theoretical framework (5-8 pages), a research question of interest, a description of the research methods you would use to answer that question (2-3 pages) and details on how you would analyze the results, and implications (limitations, practical or policy implications, future research questions, etc.) of this study (2-3 pages). You DO NOT have to actually carry out the study. Write this up, however, using APA format for writing for publication.

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/quotations 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. Students are expected to spend approximately 6 hours per week on course work excluding readings. 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@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).*

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 final course grade will be based upon the chart listed below:

Assignments

Item:	**Maximum Points**
Introduction	20 pts.
Cultural Memoir	75 pts.

Discussion Boards, Responses, and /or Assignments	25 pts. each
Stepping Outside Your Comfort Zone	75 pts.
Module Quizzes	50 pts. each
Interview and Essay with an ELL	75 pts.
Annotated Multicultural Children's Literature Review	60 pts.

A = 90-100% **B** = 80-89% **C** = 70-79%

ALL ASSIGNMENTS ARE DUE BY 11:59 P.M.

COURSE CALENDAR/OUTLINE

The course is divided into four online Modules. Below is a list of the chapters that will be covered and the dates. All assignments are due by the last day of the Module. Essays and the annotated multicultural children's literature review have specific due dates that are listed above.
More specifically, all assignments including discussions for Module 1 are due by 06/8/2014 @ 11:59 p.m.
All assignments including discussions for Module 2 are due by 06/15/2014 @ 11:59 p.m.
All assignments including discussions for Module 3 are due by 06/22/2014 @11:59 p.m.
All assignments including discussions for Module 4 are due by 07/03/2014 @11:59 p.m.

Module 1 Online	Setting the Stage: Multicultural Education within a Sociopolitical Context
June 2 – June 8	Assignments & Readings Online
Module 2 Online	Developing a Conceptual Framework for Multicultural Education
June 9 – June 15	Gollnick & Chinn Chapters 1-3
Module 3 Online	Implications of Diversity for Teaching and Learning in A multicultural Society
June 16 – June 22	Gollnick & Chinn Chapters 4-8
Module 4 Online	Educators Must Remember
June 29 – July 3	Gollnick & Chinn Chapters 9-11