

EDUC 533 – Effective Teaching: Diversity  
Fall 2009

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| <b>Program Course Information</b>                      | <p><b>COURSE NUMBER:</b> EDUC 533 Section 961</p> <p><b>COURSE TITLE:</b> Effective Teaching: Diversity</p> <p><b>INSTRUCTOR NAME AND CONTACT INFORMATION:</b><br/>Sara Ewell<br/>saraewell@gmail.com</p> <p><b>ONLINE OFFICE HOURS:</b> By appointment</p> <p><b>DATE SYLLABUS REVISED:</b> August 2009</p> <p><b>COURSE DESCRIPTION:</b> Initiates discussions of race and culture in schools by exploring history, identity and sociocultural issues in academic achievement. Examines the social construction of communication within students' families, social groups and communities. Examining values and assumptions in conventions of communication. Highlights access and equity as well as the cultural context of learning school subject matter. Focuses on practical aspects of developing culturally relevant pedagogy, the impact of race and culture on teaching and learning, and the teaching of communication skills relevant to learning subject matter.</p>   |
| <b>UNC-CH School of Education Conceptual Framework</b> | <p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social</p> |

justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

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|                                 | <p><b>SOE Conceptual Framework Dispositions</b></p> <p>Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.</p> <ol style="list-style-type: none"> <li>1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</li> <li>2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</li> </ol>  |
| <p><b>Course Objectives</b></p> | <ol style="list-style-type: none"> <li>1. Students understand the importance of students’ lives outside school for teaching and learning, including culture, families, values and the larger society.</li> <li>2. Students develop knowledge of K-12 students, their lives outside of school, and the communities served by their schools.</li> <li>3. Students apply new knowledge to develop a culturally relevant pedagogy and, as defined by the NC Standard Course of Study, achieve authentic curricular integration.</li> <li>4. Students will be able to develop effective instructional strategies to meet the identified abilities/needs of English Language Learners.</li> <li>5. Students can describe how ELL students come from families, and cultures, which impact subject matter learning.</li> <li>6. Students develop ways to effectively incorporate literacy strategies into content areas for improved teaching and learning.</li> </ol>   |
| <p><b>Course Standards</b></p>  | <p><b>INTASC-3</b> STANDARD: <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i></p> <p><b>INTASC-5</b> STANDARD: <i>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i></p> <p><b>INTASC-6</b> STANDARD: <i>The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</i></p> <p><b>INTASC-7</b> STANDARD: <i>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i></p> <p><b>INTASC-9</b> STANDARD: <i>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</i></p> <p><b>INTASC-10</b> STANDARD: <i>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.</i></p> <p><b>UNC-SOE-P4</b> PRINCIPLE: <i>Candidates view and conduct themselves as professionals, providing leadership in their chosen field.</i></p> <p><b>UNC-SOE-D1</b> DISPOSITION: <i>Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</i></p> <p><b>UNC-SOE-D2</b> DISPOSITION: <i>Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</i></p> <p><b>NC-T.CDIV-1</b> <i>Teachers understand the central concepts, tools of inquiry, and</i></p> |

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|  | <p><i>structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</i></p> <p><b>NC-T.CDIV-2</b> <i>Teachers understand how students’ cognitive, physical, sociocultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</i></p> <p><b>NC-T.CDIV-3</b> <i>Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.</i></p> <p><b>NC-T.CDIV-4</b> <i>Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</i></p> <p><b>NC-T.CDIV-5</b> <i>Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</i></p> <p><b>NC-T.CDIV-6</b> <i>CORE DIVERSITY: Teachers of diverse students are reflective practitioners who are committed to educational equity.</i></p> <p><b>NC-T.CORE-C-1</b> <i>Teachers know the content they teach.</i></p> <p><b>NC-T.CORE-C-2</b> <i>Teachers know how to teach students.</i></p> <p><b>NC-T.CORE-C-3</b> <i>Teachers are successful in teaching a diverse population of students.</i></p> <p><b>NC-T.CORE-C-5</b> <i>Teachers are reflective about their practice.</i></p> <p><b>NC-T.CORE.-C-6</b> <i>Teachers respect and care about students.</i></p> <p><b>NC-T.TECH-T-1</b> <i>Teachers demonstrate a sound understanding of technology operations and concepts.</i></p> <p><b>NC-T.TECH-T-2</b> <i>Teachers plan and design effective learning environments and experiences supported by technology. .</i></p> <p><b>NC-T.TECH-T-3</b> <i>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</i></p> <p><b>NC-T.TECH-T-5</b> <i>Teachers use technology to enhance their productivity and professional practice.</i></p> <p><b>NC-T.TECH-T-6</b> <i>Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</i></p> <p><b>NC SCIENCE 10</b> <i>Science teachers develop strategies to address science topics that are controversial to diverse groups.</i></p> <p><b>NC SCIENCE 11</b> <i>Science teachers encourage underrepresented groups to engage in science.</i></p> |
| <p><b>Activities &amp; Assignments</b></p> | <p><b>In Class Reading Responses: SOE-D-1, SOE- D-2, NC-C-5, NC-C-6,NC-D-1, NC-D-2, NC-D-3, NC-D-4, NC-D-6, NC-TECH-1, NC-Science-10, NC-Science 11.</b></p> <ul style="list-style-type: none"> <li>▪ During each asynchronous class session you will complete a reading response to the assigned readings for that class. Each response should be about 250 words and provide insight into the reading along with at least one question to move the conversation forward. You will also substantially respond to two of your classmates. Your responses should demonstrate your knowledge of the material and engage your classmates in further discussion. A substantial response meets these criteria (I have not assigned a word count but “I agree” or “I don’t think so” is not substantial). Possible questions to consider for your responses: What are the common threads of meaning in the articles for each class session? What does each article have to do with educating children/young adults? What were the newest and most exciting ideas for you? What constitutes social justice/multiculturalism in this reading? What did you agree with most?</li> </ul>   |

Disagree with? What was the most troubling or unanswered for you?

You are welcome to include direct quotes from the readings. Please put the author and page number if you use a quotation. It is not necessary to write a full citation in your response papers; author and page number will suffice.

**Cultural Event Attendance:** Over the course of the semester you are required to attend two cultural events that force you to step outside your comfort zone. Cultural events are very broadly defined. Examples of events students have attended in the past include: a religious service outside of their own religion; a LGBTQ meeting; Puerto Rican Heritage Day Celebration; political meetings. There are endless events on campus and around the triangle and state. By the due dates you will need to have attended the event, written a brief reflection (about a half a page) and be ready to discuss during class. You should reflect on how the event made you feel, what you learned, stereotypes it either reinforced or challenged, and how it will impact your teaching.

**Literacy Assignment:** SOE-P-1, SOE-P-3, NC-C-1, NC-C-2, NC-C-6, NC-D-1, NC-D-3, NC-TECH-2, NC-TECH-3

Select a unit that you will revise to integrate literacy strategies.

Design a website or Powerpoint presentation for your unit. There is no specific format but it should include assignments, a description of how you have integrated literacy into the assignment and links to any pertinent literacy materials (you must have at least 5 strategies).

It can be organized for your students to use or as a professional model to share with colleagues—whatever is most helpful for you.

**Pedagogy and English Language Learners Assignment:** INTASC-3, INTASC-9, NC-T.CDIV-2, NC-T.CDIV-6

For this assignment take a preexisting lesson plan or activity and adapt it for a diverse student population with a focus on teaching techniques that facilitate instruction for English Language Learners.

**Identity, Experiences and Schooling Project:** SOE-D-1, NC-C-2, NC-C-3, NC-C-5, NC-C-6, NC-D-1, NC-D-2, NC-D-3, NC-D-4, NC-D-5, NC-D-6, NC-T-2, NC-T-3, NC-T-5, NC-T-6, NC-Science-11.

The Identity, Experiences and Schooling project challenges you to explore your own perspectives on school given your individual characteristics and experiences and compare them to the perspectives of a student who has different characteristics from you and who has had a different set of experiences. For this project, you will write a 6 to 8 page paper with at least 5 references (at least 2 pages should focus on Section IV. “Your actions as a teacher”). Your paper will focus on exploring the set of driving questions listed below. You will be provided with a more detailed assignment description with sub-questions and resource ideas.

- How are your perspectives on school and yourself as a learner influenced by your race, ethnicity, culture, sexuality, disability, and other facets of your identity and how do you think these perspectives might be different for a student with a different set of personal characteristics?
- How are your perspectives of school and yourself as a learner influenced by your family and the community where you grew up and how might these perspectives be different for a student from a different family and community.
- How did your experiences in school as a student impact your perspectives on

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|                         | <p>schooling and yourself as a student and how might your perspectives be different with a very different set of experiences as a student?</p> <ul style="list-style-type: none"> <li>Given the challenges that you know students face within the classroom as well as outside of the classroom, what are some specific ways you can support their success and make a positive difference in their lives?</li> </ul>   |
| <b>Course Text:</b>     | <p>Gollnick, D., &amp; Chinn, P. (2008). <i>Multicultural Education in a Pluralistic Society (with MyEducationLab)</i>, 8th Edition. New York: Allyn &amp; Bacon.</p>  |
| <b>Course Schedule:</b> | <p><b>August 27 (asynchronous):</b><br/>Introduction to the course and one another</p> <p><b>September 3 (asynchronous)</b><br/>Chapter 1: Foundations of Multicultural Education</p> <p><b>September 10 (Adobe)</b><br/>Chapter 2: Class</p> <p><b>September 17 (Asynchronous)</b><br/>Chapter 3: Ethnicity and Race</p> <p><b>September 24 (Adobe)</b><br/>Chapter 4: Gender<br/>Cultural Event I Due</p> <p><b>October 1 (Asynchronous)</b><br/>Chapter 5: Exceptionality<br/>ELL Assignment Due</p> <p><b>October 8 (Adobe)</b><br/>Chapter 6: Religion<br/>Cultural Event II Due</p> <p><b>October 15 (Asynchronous)</b><br/>Chapter 7: Language<br/>Literacy Readings (in blackboard)</p> <p><b>October 22</b><br/><b>No Class—Fall Break</b></p> <p><b>October 29 (Adobe)</b><br/>Chapter 8:<br/>Cultural Event II Due</p> <p><b>November 5 (Asynchronous)</b><br/>Chapter 9:<br/>Literacy Assignment Due</p> <p><b>November 12 (Adobe)</b></p> |

|                               | <p>Chapter 10: Education that is Multicultural<br/>Listening to Urban Kids (Online Excerpt)</p> <p><b>November 19 (Asynchronous)</b><br/>Supplemental Readings for the Final Project (all in blackboard)</p> <p><b>November 26</b><br/><b>No Class—Thanksgiving Holiday</b></p> <p><b>December 3 (Adobe)</b><br/>Identity, Experiences and Schooling Projects Due, Presentations</p>   |                               |   |                          |  |        |   |  |  |       |    |        |   |
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| <p><b>Requirements:</b></p>   | <p><b>Attendance Expectations</b><br/>“Attendance” in an online course means contributing insightful comments at each scheduled discussion forum. You are expected to meet all of the deadlines.</p> <p><b>Participation and Professionalism</b><br/>Active participation is essential for and expected in online courses. The quality of your experience in this class is related to the quality of your participation in online class discussions and exercises.</p> <p>Quality participation is characterized by:</p> <ul style="list-style-type: none"> <li>• Active, enthusiastic participation in online class discussions and activities</li> <li>• Preparation and understanding of the assigned readings</li> <li>• Asking of thoughtful questions</li> <li>• Responding to other students’ comments in a responsible and constructive manner</li> <li>• Contributing regularly without dominating e-discussions</li> </ul> <p><b>Course Policies</b></p> <ul style="list-style-type: none"> <li>• You are responsible for knowing and adhering to due dates. Please do not request extensions or make-ups except under extraordinary circumstances. Incompletes are NOT given except in extraordinary circumstances.</li> <li>• All work turned in is expected to be of professional quality. This means that it must be free of typos, grammatical errors, and slang, and that written and oral presentation will be coherent and follow a logical progression. Work that is not of high quality will be returned to you and you will need to re-do the assignment in order to receive credit.</li> <li>• You are expected to abide by the UNC Honor Code. Plagiarism and cheating are not accepted and all suspected cases will be pursued.</li> <li>• If you have difficulty with the course or anticipate difficulty with the course due to a disability that you have registered with the University, unfamiliarity with English, or other special issues, please see me as soon as possible so that we can find a solution.</li> </ul> |                               |   |                          |  |        |   |  |  |       |    |        |   |
| <p><b>Grading:</b></p>        | <p>Reading responses, use of technology, class discussion: 30 points <b>Every Class</b><br/>Cultural Events: 10 points <b>September 24<sup>th</sup> &amp; October 8<sup>th</sup></b><br/>Pedagogy and ELLs Lesson Plan: 10 points <b>October 1<sup>st</sup></b><br/>Literacy Assignment: 15 points <b>November 5<sup>th</sup></b><br/>Identity, Experiences and Schooling Project: 35 points <b>December 3<sup>rd</sup></b></p> <table border="1" data-bbox="397 1879 1534 1982"> <thead> <tr> <th colspan="2"><b>Undergraduate Students</b></th> <th colspan="2"><b>Graduate Students</b></th> </tr> </thead> <tbody> <tr> <td>95-100</td> <td>A</td> <td></td> <td></td> </tr> <tr> <td>90-94</td> <td>A-</td> <td>90-100</td> <td>H</td> </tr> </tbody> </table>  | <b>Undergraduate Students</b> |   | <b>Graduate Students</b> |  | 95-100 | A |  |  | 90-94 | A- | 90-100 | H |
| <b>Undergraduate Students</b> |  | <b>Graduate Students</b>      |   |                          |  |        |   |  |  |       |    |        |   |
| 95-100                        | A  |                               |   |                          |  |        |   |  |  |       |    |        |   |
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|  | 85-89    | B  |  |          |   |
|  | 80-84    | B- |  | 80-89    | P |
|  | 75-79    | C  |  |          |   |
|  | 70-74    | C- |  | 70-79    | L |
|  | 65-69    | D  |  |          |   |
|  | 60-64    | D- |  | Below 69 | F |
|  | Below 59 | F  |  |          |   |