



Wayland Baptist University  
Plainview, Texas  
School of Education

**WBU Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success and service to God and humankind.

**Course Prefix, Number, and Name:** EDUC 5390VC01 Training Leaders in a Diverse Multicultural Environment

**Term and Year:** Fall 1 (August 7 – October 1, 2023)

**Full Name of Instructor:** Gionet Cooper, Ed.D.

**Office Phone and WBU Email Address:** (806) 577-6115  
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**Office Hours:** available upon request through Zoom conference

**Class Meeting Time and Location:** Asynchronous learning environment

**Course Description:** Comparative analysis of the diverse cultural groups in the United States and their changing sociological, economic and political status and understanding these factors and their effects on leaders and their training. No prerequisites are required.

**Required Textbooks and Resources:** Race, Ethnicity, Gender and Class: Sociology of group conflict and change. Healey, Joseph F., 8th Edition, Sage Publishing, 2018.  
No optional materials are required.

**Course Outcome**  
**Competencies:** **Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)



- A. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- B. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community.
- C. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn.
- D. Promotes awareness and appreciation of diversity throughout the campus.
- E. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs.
- F. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- G. Articulates the importance of education in a free, democratic society

**Attendance Requirements:**

As stated in the Wayland Catalog, students enrolled at one of the Universities external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the attendance policy.

**Statement on Plagiarism and Academic Honesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability**

**Statement:**

“In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765.



Documentation of a disability must accompany any request for accommodations.”

## Course Requirements

1. Current event critiques (1) 10%
2. Research article review (1) 10%
3. Chapter summary (1) 20%
4. Community experiences (2) 40%
5. Summary paper (1) 10%

**6. Attendance/Participation in discussion board 10%**

**See Schedule below for due dates for assignments. See grading criteria sheet posted in Blackboard. Please let me know if you find inconsistencies between course requirements and grading criteria.**

1. **Attendance and Participation.** This class is a seminar. This means that each person is responsible for **submitting comments online, regularly**. Attendance and participation are mandatory and a part of the course grading structure. **On occasion, your attendance will be certified by asking you to participate in a class discussion that will count as 10% of your final grade.**
2. **Terms from the text.** In all assignments except the summary paper, you will need to incorporate terms from the text. You should duplicate the use of terms (those counted for a grade) from paper to paper.
3. **IMPLICATIONS:** You will notice that several assignments require that you end with “implications.” With implications I am asking that you state **what was learned from the reading and experience and clearly apply it to what you do are what you plan on doing, professionally**. Therefore, if you are a teacher and you review an article that discusses the impact of poverty on the teaching of writing, how will your teaching change, based upon what you have read in the research, or, perhaps you are a student services professional who works at a post-secondary institution, demonstrate how your interview, for example, of an older student who is attending college with his children can affect biases you may have about the ‘typical’ student. The best papers here will organize the implications by their summaries. If the research summary has 3 main points, the implications should address each of those points—at a minimum. This type of clear parallelism can be the difference between an A paper and a B paper. Another thing that makes the difference between an A or B grade, for example is the use of references. You may not know how to apply what you have learned, so you can enhance your grade and your experience by adding library research to your assignment. Any written assignment can be enhanced with good considerations of the literature on the topic, citations and references.
4. **CLASS DISCUSSION:** Discussion is really a lost art. Typically, it is learning at the highest level of thinking. In this class, your role is to bring verified **information and**



informed opinions to the class for examination, evaluation, synthesis and analysis by peers. It requires that you talk, listen and respond. While the issues we discuss will certainly have multiple answers, we must remember that the questions we crystallize through our discussions are arguably the most valuable products of the class.

- I. Good discussions require equality. All opinions are valid and need to be heard. Therefore, those who contribute need to be aware that others want and need to be heard. Some, however, may be better verbal/oral communicators than others. The focus is on the ideas—not the presentation or the personalities that present them. In other words, avoid dominating the discussion, day in day out. During the discussion, allow for a give and take to occur.
- II. *Good discussions require truth.* Truth, of course, can come colored with emotion and “enhanced” by remembrance.
- III. Good discussions require perspective. Each of us has a host of unique experiences that help us define our truths. We must present our truths without pandering, goading or other unethical behavior.
- IV. Discussions in the class will be enhanced by using Blackboard Discussion.

### **Chapter Summaries and Current Event Critiques**

What is a summary? How can you make it better? Read on!

In a summary any information (exposition, narrations, dialogue), is condensed to the essential details. A summary is written in complete sentences, unlike notes you may make while studying or listening to a lecture. You should avoid using direct quotations in a summary. Therefore, the act of summarizing requires some higher-level thought when done properly.

1. Focus on key ideas, definitions of concepts, and explanation of themes. Use 12 point fonts and one-inch margins. Be kind to your reader. If this causes your paper to lengthen, then you need to work harder boiling down the information you are summarizing. Of course, that’s what gives summaries some difficulty.
2. Do not copy directly from the text; do not bullet.
3. Focus on definitions.
4. To illustrate a point from the book or article, examples from your own experience are a good idea, but keep them brief.
5. Your commentaries on the ideas in a chapter are a good idea but keep personal commentary to a minimum.
6. **DO NOT BE SHY** about putting your name all over your work or messages to me. For example, put your name and page number on each page of the paper.
7. Title what your turn in (Give the assignment name, e.g., Summary 8; and a creative name that captures the chapter’s main idea, e.g., Fun in the Field with my Key Informant.)

Use this information to improve your current event commentaries too.



**Student Appeal Process:**

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

Please use the following heading on work that you turn in:

YOUR NAME

Dr. Cooper

EDUC 5390

Date

Assignment (e.g. Community experience #2)

Creative Title (e.g. A Day in the Life of Teenage Mom)

This heading format really helps your paper find its way back to me, should your paper get lost for some reason.

**Grading Summary**

Attendance and participation: Students enrolling late will not be penalized, nor will students who must leave class early. If you must either enroll late or leave class early because of a work-related requirement, I must have written documentation from your employer).

90-100—A (all assignments must be turned in on time or late excused)

80-89—B

70-79—C

Assignments turned in early will be accepted **ONLY IF** the student will be absent on the due date.

Late assignments will be penalized one letter grade. **Please use pseudonyms for anyone you want to name in your community experience papers.**



**\*\*\*Discussions:** On the left-hand side of the Blackboard website, you will see a link to “Discussions” These are the discussion forums(a). This is where you will copy and paste your assignments into a discussion window for your classroom peers to read. All assignments—except the summary paper--will need to be posted for all students to read on the discussion forum. You are to **Copy, Paste** the assignment into a forum discussion text box. Do not “attach” assignments to any discussion forum. In this regard, your work is public. You should make a minimum of 1 comment on 3 different students’ assignments. You may comment more, as this is discussion. Email (your final summary paper) directly to me on the specified date. Do not post the “summary paper”.

**Drop Boxes:** On the left-hand side of the Blackboard website, you will see a link to “Assignments.” These are the assignment drop boxes. This is where you will upload your assignments for grading. These should be uploaded as Word documents, or you can cut-n-paste the assignment into the text window.

You must also turn in your assignments to the correct assignment drop box, so I can grade it. **Be careful here.** Your grades and my comments are not public. Important: be very mindful of the ONLINE due dates and times. The online due dates will be slightly more generous than those listed below. However, when a due date has passed, the software cuts you off. I recommend that you finish uploading your assignments to the drop boxes two hours prior to the cut off time. Be safe, and finish the assignment a day in advance, if you can.

Of course, I am mindful of the weather and other conditions out of your control that prevent you from turning in an assignment on time. I am also mindful that you will have relatively long periods to turn in assignments. So plan on submitting early. Note that due times on Blackboard may be slightly more generous than the times listed on the schedule, as mentioned earlier. This is done on purpose. You should shoot for the due date times listed on the schedule below. Due date times will be 11:55pm on the due date.

Please be aware the software will not allow me to grade papers until the due date and times have passed. So, I can’t grade papers early without some difficulty. Also, I want all of your assignments posted in Blackboard. Plan carefully, submit assignments early (1-2 days), submit in Blackboard, and don’t wait until the last minute.



Tentative Schedule:

**You may read chapters at your own pace.** The assignments are part of the “measured” pace of the class. However, you all turn in assignments at the same time. Please note that even if you turn in an assignment early, I grade all of the assignments together at the same time.

Due Date	Assignment <b>All Papers Are Due At Midnight on the Due Date (actually 11:59pm)</b>	Readings should be finished by:
August 17 <sup>th</sup>	Current Event Report	Chapters: 1-3; August 17 <sup>th</sup>
August 24 <sup>th</sup>	Research Article Critique	Chapters: 4-6; August 24 <sup>th</sup>
August 31 <sup>st</sup>	Chapter Summary	Chapters: 7-9; August 31 <sup>st</sup>
September 14 <sup>th</sup>	Community Experience #1	Chapters: 10-12; September 14 <sup>th</sup>
September 28 <sup>th</sup>	Community Experience #2	Chapters: 13-14; September 28 <sup>th</sup>
October 2 <sup>nd</sup>	Summary Paper	

Assignment #1: Current Event Report: <b>Due 8-17-2023 by 11:59 pm</b>	10 points
Assignment #2: Threaded Discussion in Blackboard: <b>Due 8-18-2023</b>	
Assignment #3: Research Article Critique: <b>Due 8-24-2023 by 11:59 pm</b>	10 points
Assignment #4: Threaded Discussion in Blackboard: <b>Due 8-25-2023</b>	
Assignment #5: Chapter Summary: <b>Due 8-31-2023 by 11:59 pm</b>	20 points
Assignment #6: Threaded Discussion in Blackboard: <b>Due 9-1-2023</b>	
Assignment #7: Community Experience #1: <b>Due 9-14-2023 by 11:59 pm</b>	20 points
Assignment #8: Threaded Discussion in Blackboard: <b>Due 9-15-2023</b>	
Assignment #9: Community Experience #2: <b>Due 9-28-2023 by 11:59 pm</b>	20 points
Assignment #10: Threaded Discussion in Blackboard: <b>Due 9-29-2023</b>	
Course Reflection: email to me <a href="mailto:gionet.cooper@wayland.wbu.edu">gionet.cooper@wayland.wbu.edu</a> : Due 10-1-2023	10 points
<b>ONLINE Discussion Board ACTIVE PARTICIPATION</b>	10 points
<b>TOTAL</b>	<b>100 points</b>



## Submission of Papers

**Papers must be presented in two places: the assignments drop box and the online discussion forum dedicated to that paper.**

### GRADING CRITERIA

**The criteria below will be used to grade each of your assignments. These assignments are directly related to the course objectives and present an opportunity for the student to synthesize academic knowledge with real word experiences in culture. Students are expected to adhere to some basic fundamentals of qualitative research to collect data from their surroundings that highlight principles found in cultural foundations texts and lectures. Textbook terms can be found on the first pages of textbook chapters. Note the use of textbook terms for each assignment.**

**Current event critique. You will select 1 article from Internet news services** relating to socio-cultural considerations of education. An example Internet news service is cnn.com or Lubbock-online. These are important because they will jumpstart in-class discussion. Submit the link to the article, your implications for teaching, principal-ship, school counseling, student servicing, etc. and the article’s Internet link. (I’m sorry, accounts of television news programs will not do). Give a brief reference for the article. These critiques should not be longer than **500 words**). Longer critiques will be penalized. These may be no more than 3 months old. In your paper, make sure to use terms from the text. The format for these papers is below.

- I. Heading
- II. Creative title
- III. Bibliographic information (APA style)
- IV. Summary of article (1 paragraph)
- V. Implications (1 paragraph)
- VI. Additional References

Post the critique at the appropriate Blackboard assignment drop box and on the appropriate discussion forum.

Citation meets APA standards has a link.	10pts.
Summary includes all major points <ul style="list-style-type: none"> <li>• It is about 50% of the paper</li> <li>• Written in a direct active voice style (no fluff)</li> </ul>	30pts.
Analysis examines strengths and weaknesses of conclusions reached	20pts.
Implications clearly tie conclusions to the practice of Leadership, etc. The best papers will define and use vocabulary from the course texts. <u>Define and correctly use 3 terms in each paper. Underline and bold</u>	40pts.



these terms and their definitions. Rewrite definitions in your own words.	
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**Reviews:**

**1) Turn in 1 review of research article assignment.**

**The research article must involve the study of at-risk students and or the study of gifted (or advanced) students. The article should also involve the study of one of the groups reviewed in the text *Race, Ethnicity, Gender & Class*.**

The article may be based on qualitative or quantitative research methodologies; however, they must be reports of **primary research**. In other words, the authors of the articles actually collected and analyzed the data themselves. Typically, these articles will have a research question and a section called “methods,” “methodology,” or “procedures.” These articles will come from scholarly journals that you can get online from <http://www.wbu.edu/academics/library/services.htm> or from other web sources. In your paper, make sure to use terms from the text.

**2) Turn in and summarize 1 chapter from assigned textbook.**

**For the Chapter Summary assignment: *I will assign you a chapter to summarize.***

The written reviews should be **1000 to 1500 typewritten words in length**. Use the following format (use section headings in your paper):

- I. Heading
- II. Creative Title
- III. Bibliographic information (Use APA style, include number of pages)
- IV. Brief summary of salient points
- V. Analysis (personal reactions, critique)
- VI. Implications for your practice (What is the practical use of what you have summarized)
- VII. References

\*\*\*Upload a PDF copy of the article or a URL link along with your paper

Citation meets APA standards Article is attached	10pts.
Summary includes all major points <ul style="list-style-type: none"> <li>• It is about 50% of the paper</li> <li>• Written in a direct active voice style (no fluff)</li> </ul>	30pts.
Analysis examines strengths and weaknesses of conclusions reached	20pts.
Implications clearly tie conclusions to the practice of principalship/leadership, etc. The best papers will focus upon the vocabulary in the Race, Ethnicity... text. Please define and use <b>7 terms in each</b>	30pts.



paper. <u>Underline these terms and their definitions.</u>	
Grammar and mechanics—college level	10pts.

**Community experiences.** You will spend a minimum of four clock hours in contact with schools, community organizations serving minority populations and/or interviewing a person culturally different from you or observing the setting. You must have 2 community experiences. For an A, you must attend a religious observance of some sort. For the other experience, you must interview an older person who is culturally different from yourself or spend time with a small child. PLEASE DO NOT REFER TO ANY PERSON BY THEIR REAL NAMES in these papers. In your paper, make sure to use terms from the text.

- Place of worship or religious observation other than your own religion. While you may only watch, you are encouraged to get involved by participating when feasible. Make sure to have a confederate, someone who will explain to you the meaning of what is going on in this new setting. You will write a summary of the experience with implications for your professional life.
- Choose either of the following:
  - Interview of an older person of a race/ethnic/cultural group different from yours. Informant Interviews—Select an informant from your community for an experience in oral history. This individual ideally should be an older, minority person who has lived in the area for a considerable length of time. Focus the interview on this person’s educational experience, and this may be education defined in the broadest terms—not only institutional examples. First, conduct a brief, informal interview to determine if the experience will be a beneficial one for both parties. You will write a summary of the interview with implications for your professional life.
  - Spend time in community service with a small child (like reading a book to a child in a Headstart center). The child must in a program the tests and serves children who may be financially disadvantaged. Here, you will need a confederate (like the child’s teacher or a parent) to help explain the setting and define your role for your volunteered service. Make sure to do a good job of observing the setting. If you choose this assignment, it is a combination of interviewing (the adult) and observing the setting.

Describe the setting <ul style="list-style-type: none"> <li>• Time and place</li> <li>• General description of surrounding</li> <li>• Person or persons (dress, expressions, etc.</li> </ul>	10pts.
<b>Describe your biases/perspective.</b>	20pts. THIS IS CRITICAL!!!
<ul style="list-style-type: none"> <li>• Summarize what occurs or what</li> </ul>	40pts.

<p>was said. Please use the qualities of qualitative research to guide your summary of your observations. Describe, describe, describe.</p>	
<ul style="list-style-type: none"> <li>• Draw conclusions about the implications for schooling, teaching, principalship, leadership, etc. <u>Please define and correctly use 10 terms from the text in each paper. Underline these terms and their definitions.</u></li> </ul>	20 pts.
<p>Grammar and mechanics—college level Reference section should be written in APA style. Use of references could be the difference between a low A and a high B. You may use the texts as references.</p>	10pts.

Note: there is the expectation that your writing will be college-level written in clear American Standard English. The formal papers that you present should be focused around a theme or main idea that is supported with facts, reasons, and examples. The text should be coherent, logically flowing easily from one sentence to the next and from one paragraph to the next. Finally, the papers should be largely free of grammar and mechanical problems (e.g. spelling). If you are an English Language Learner (someone for whom English is a second language, I urge you to develop strategies for having your papers reviewed prior to turning them in. Help should be available to all students at the Wayland Baptist Multidisciplinary Writing Center.

**Summary paper (turn in by email).** This paper is a general reflection on the course. Consider how you can use your experiences and work to help open doors for the many diversities that educational institutions present. This paper should be no more than 500 words.