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**Campus Name**

**School of Education**

**UNIVERSITY MISSION STATEMENT**

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

# COURSE NUMBER & NAME:

EDUC 3313-Educating Students from Diverse Background

## TERM:

Fall 2, 2020

## INSTRUCTOR:

Trisha Giacomazzi

## CONTACT INFORMATION:

Office phone: (806)291-1048

WBU Email: giacomazzit@wbu.edu

Cell phone: (806)680-20144

## OFFICE HOURS, BUILDING & LOCATION:

**M/W 10:55 to 12:00; 1:00-2:30 TU/TR-10:45-12:00 & 1:00-2:30. Other days or times by Appointment Office Location: 201 Van Howeling Education Complex (VHEC)**

## COURSE MEETING TIME & LOCATION:

Meeting day & time: M-F Online

**October 19-December 19**

## CATALOG DESCRIPTION:

Impact of culture, ethnicity, socioeconomic status, religion and special populations on learning; identifies ways to enhance learning and motivation. Contact Hours: 45. **Required field experience is incorporated into this syllabus (6 hrs.).**

## PREREQUISITE:

None

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

***Student Textbook(s*) This course uses an online version of both textbooks. The bookstore may not have these copies available. You will need to “OPT OUT” from the online version before DECEMBER 3rd or your account WILL be charged.**

* Gollnick, D., & Chinn, P. (2017). *Multicultural education in a pluralistic society* (10th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. [ISBN: 978-0-134054-91-9]
* Payne, R. (2005). *A framework for understanding poverty* (5th Rev.). Highlands, TX: aha! Process, Inc.[ISBN:978-1-938248-01-6]

Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)

## OPTIONAL MATERIALS

None

## COURSE OUTCOMES AND COMPETENCIES:

* Students will understand the human development processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs (Domain I, Competency 001.).
* Students will understand student diversity and know how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning. (Domain I, Competency 002).
* Students will understand the importance of family involvement in children’s education and know how to interact and communicate effectively with families (Domain I, Competency 011).

## ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s 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 University’s attendance policy.

1. **Participation Policy:** Students are expected to submit class assignments with punctuality and to participate actively in class discussions. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you wouldn’t use the excuse for your boss or principal, don’t use it as excuse for this class. **You will never be better as a teacher than you are as a student.**
2. **All assignments are due as noted on the course calendar.** Student must call [(806) 291-1048], [(806) 680-2044] to make arrangements for a late submission. Life happens so please keep in contact!

**Late work will not be accepted unless approved by the instructor of the course. Assignments not completed on time will reflect a 10% lowered grade per day.** Under ***NO CIRCUMSTANCES*** will the instructor accept the entire semester’s work during the last week or during the last day of the course; the student should make arrangements prior to the end of the course.

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

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 and GRADING CRITERIA:

Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. Additionally, because it is so important for educators to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, assignments, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. **All assignments must be created in a *Word document* and submitted in accordance with due dates on the course calendar.**

1. Students will complete all **assigned readings** *promptly*. This course is designed to be completed with assignments due each week. Class online discussion board post will include modeling, guided practice, and independent practice with discussions among class members as students prepare materials for their selected content area and grade level. Students are required to respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. **In-class discussion board assignments must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
2. Students will prepare written assignments, such as mini-research activities, interviews, lesson plans, presentations, quizzes, notes, and field experience summaries as instructed.
3. Students will complete a midterm and a final exam.

**Makeup/Late work Policy:** All assignments are due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor A 10% deduction will be assessed each day after the due date for late submission of the work.

**Academic Course Requirements:**

* ***Successful completion of chapter quizzes:***(220 total pts.-11@20 pts. each) At the end of each chapter, quizzes covering the assigned readings and lecture notes.Quizzes will be multiple choice and short answer format. One reflective discussion board will be required at the end of the course.
* ***Webliography:*** *(20 pts.)*
* ***Field Experience & Essays:***(300 total pts.-6 essays@ 50 pts. each)
* Component 1-Field Experience Reflective Analysis (3@50 pts. each) A written reflective analysis describing the specific type(s) of interactive experiences for each of the 6 required hours will be due throughout the term.
* ***Lesson Plan Development:***(100 total pts. 2@50 pts.) Students will develop a lesson activity embracing diversity for their chosen grade/subject level. The lesson plan needs to follow the approved lesson plan format located in the ‘Course Documents’ area of the main menu on Blackboard and all elements of the lesson cycle must be included. If you have questions, do not hesitate to ask.
* ***Discussion Board Posts:*** (110 total pts.-11@10 pts. each) Each week students will engage in responding to a prompt and then to at least 5 of their peers.
* ***Midterm Exam:***(1@100 pts.) The midterm will cover readings/lectures from the first half of the course. The midterm exam will be in true/false, multiple choice, and short answer format.
* ***Final Exam:***(1@150 pts.) The final exam will cover readings/lectures from the second half of the course. The final exam will be in true/false, multiple choice, and short answer format.

**EVALUATION: UNIVERSITY GRADING SYSTEM**

**Total Points**

**A 900-1000 Cr Credit**

**B 800-899 NCR No Credit**

**C 700-799 I Incomplete**

**D 600-699 W Withdrawal**

**F Below 600 WP Withdrew Passing**

**WF Withdrew Failing**

**X No Grade Given**

**IP In Progress**

**A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. \*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.**

**Course Assignments and grading criteria**

**Assignments Possible Points**

**Quizzes (8X25) 200**

**Vocabulary (8X10) 80**

**Field Experience Hours & Essays (6X50) 300**

**Lesson Plans (2X50) 100**

**Discussion Board Activity (8X10) 80**

**Webliogrophy ` 40**

**Midterm Exam 100**

**Final Exam 100**

**Total Points 1000**

**Grade Appeal Statement**: “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 Vice President of Academic Affairs/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.”

## TENTATIVE SCHEDULE

**\*\*Professor reserves the right to amend the schedule as needed\*\***

**ALL ASSIGNMENTS ARE DUE BY MIDNIGHT ON MONDAYS!**

**Date Preparation/Reading Assignments**

Week 1 (Oct.19-23) G&C Ch. 1- Foundations of Multicultural Education (pp.1-25) Vocab. #1

G&C Ch. 2 – Race and Ethnicity (pp. 26-56) DB #1

Payne Ch. 1 - Resources, Reality, and Interventions: Quiz #1

How They Impact Situated Learning (pp.1-30)

Payne Ch. 2 – Language and Story: How They Impact

Thinking, School, and Work (pp.31-42)

**Look for and Set up Field Experience Locations!!**

Week 2 (Oct. 26-30) G&C Ch. 3- Class & Socioeconomic Status. pp. (57-83) Vocab #2

G&C Ch. 4- Gender. pp. (84-108) DB #2

Payne Ch. 3- Hidden Rules Among Classes (pp.43-60) Quiz #2 Payne Ch. 4- The Situated Learning Reality of Generational \*\*FE Essay #1

Poverty (pp. 61-80)

Field Experience #1

Week 3 (Nov. 2-6) G&C Ch. 5- Sexual Orientation. (pp.109-129) Vocab. #3

G&C Ch. 6- Exceptionality (pp.130-155) DB #3

Payne Ch. 5 Role Models & Emotional Resources (pp. 81-88) Quiz #3 Payne Ch. 6 Support Systems and Parents (pp. 89-100) \*\*FE Essay #2

Field Experience #2 **Lesson Plan #1**

Week 4 (Nov. 9-13) G&C Ch. 7- Language (pp.156-179) Vocab. #4

Payne Ch. 7 (pp.101-106) DB #4 Field Experience #3 Quiz #4

Mid-Term (G & C Ch. 1-6) **Webliography**

\*\*FE Essay #3

Mid-Term Exam

Week 5 (Nov. 16-20) G&C Ch. 8- Religion (pp. 180-208) Vocab. #5

Payne Ch. 8 Discipline (pp.107-118) DB #5

Field Experience #4 Quiz #5

**Lesson Plan #2**

\*\*FE Essay #4

(Nov. 23-27) **THANKSGIVING BREAK – NO CLASSES- OFFICES CLOSED**

Week 6 (Nov. 30-Dec. 4) G&C Ch. 9- Geography (pp. 209-234) Vocab. #6

Payne Ch. 9 Instruction & Improving Achievement (pp.119-140) DB #6

Payne Ch. 10 Poverty & Intersectionality (pp.141-156) Quiz #6

Field Experience #5 **\*\***FE Essay #5

Week 7 (Dec. 7-11) G&C Ch. 10- The Youth Culture (pp. 235-257) Vocab. #7

Payne Ch. 11 – Poverty & the Brain (pp. 157-168) DB #7

Field Experience #6 Quiz #7

\*\*FE Essay #6

Week 8 (Dec. 14-19) G&C Ch. 11- Education that is Multicultural (pp. 258-278) Vocab. #8

Payne Ch. 12 – The Parents of Children in Poverty (pp. 169-182) DB #8

Finals Ch. 7-11 in G&C and Payne 7-12 Quiz #8

Final Exam

## ADDITIONAL INFORMATION

\*\*All assignments, unless stated by the professor or indicated in the syllabus, will be due in blackboard as a word document before midnight on Mondays.

\*\*Field Experience essays MUST include a highly descriptive paragraph about how you interacted with students. If you do NOT interact and work with kids, or you don’t sufficiently describe your interaction, you will not gain credit for the observation!