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| Mrs. Karen Quebe • Winter • 806.291.1046 |
| 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 and Title:** EDUC3313-Educating Students from Diverse Backgrounds

# Term and Dates: Winter 2016 (November 13-February 17, 2018)

# Instructors Name: Karen Quebe

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**Course Description:** Impact of culture, ethnicity, socioeconomic status, religion and special populations on learning; identifies ways to enhance learning and motivation. Field experience: 6 hours.

**Prerequisites:** None

**Required Resource Materials:**

A. Student Textbook(s)

Gollnick, D., & Chinn, P. (2017). *Multicultural Education in a Pluralistic Society.* (10th ed.) Upper Saddle

River, NJ: Merrill Prentice Hall

Payne, R. (2005). *A framework for understanding poverty* Highlands, TX: aha! Process, Inc.

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

**Student Learning Outcome Competencies: (correlated to state 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.) as demonstrated by:

1. Chapter Readings
2. Chapter Quizzes/Exams
3. Lesson Plan Development
4. Thought Provokers
5. Field-Based Experiences

* 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) as demonstrated by:

1. Chapter Readings
2. Chapter Quizzes/Exams
3. Lesson Plan Development
4. Thought Provokers
5. Field-Based Experiences

* 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) as demonstrated by:

1. Chapter Readings
2. Chapter Quizzes/Exams
3. Thought Provokers
4. Field-Based Experiences

**Attendance Requirements:** Students enrolled in the University’s Virtual Campus should make every effort to participate fully in the class. In order to make up incomplete work, the student must explain the reason for the deficiency to the instructor, who will then determine whether the omitted work may be made up. When a student shows a lack of participation considered by the instructor to be excessive, the instructor will so advise the student. Any student who misses 25 percent or more of the class assignments will receive a grade of F in the course. Additional participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student grade appeals should be addressed, in writing, to the campus dean.

**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.

**Academic Course Requirements:**

* ***Thought Provoker Topic:***(220 total pts.-11@20 pts. per chapter) There will be a ‘thought provoker’ topic posted in the Chapter Learning Unit assigned each week. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics and then post a response to at least two other student’s submission for that week. ‘Thought Provoker’ posts should be completed no later than Thursdays to ensure interaction with other students.
* ***Successful completion of weekly quizzes:***(165 total pts.-11@15 pts. each) At the end of each chapter, a quiz covering the assigned readings and lecture notes will be given.Quizzes will be in a true/false, multiple choice and short answer format. The quizzes will be posted in the Chapter Learning Unit assigned each week.
* ***Research Project:***(two components for a total of 175 pts.)

Component 1-Field Experience Reflective Analysis (60 total pts.-6@10 pts. each) Students will be expected to leave their own “comfort zone” and seek experiences **in at least three different environments** with various cultural, socioeconomic, ethnic, or religious groups. Field-based experiences can be in the following settings-attending a church service other than your own church affiliation, volunteering at a Salvation Army store, or an after-school tutoring program. 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.

Documentation form-(15 pts.) A Field-based Experience Documentation Form (located in the ‘Course Documents’ area of the main menu in Blackboard), documenting a minimum of 6 hours of observation is to be submitted at the end of the semester.

Component 2-*A FRAMEWORK FOR UNDERSTANDING POVERTY* Study Guide (100 pts.) Students will complete a study guide

based on readings from the Ruby Payne textbook. The study guide will be due at the end of the semester.

* ***Lesson Plan Development***(1@100 pts.) Students will develop a lesson 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 and all elements of the lesson cycle must be included. If you have questions, do not hesitate to ask.
* ***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@100 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.

**Total Possible Points= 860** 860-774= A

773-688= B

687-602= C

601-516= D

515 or less= F

**STUDENT APPEALS:** 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.

**Course Outline:**

* Foundations of Multicultural Education
* Diversity in the Classroom
* Culture
* Pluralism in Society
* Equality and Social Justice in a Democracy
* Multicultural Education
* Race and Ethnicity
* Immigration
* Ethnicity
* Race
* The Struggle for Civil Rights
* Racial/Ethnic Discrimination
* Class and Socioeconomic Status
* Class
* Socioeconomic Status
* Class Differences
* Economic Inequality
* Teaching for Equality
* Gender
* Male/Female Differences
* Gender Identity
* Struggles for Gender Equity
* The Cost of Sexism and Gender Discrimination
* Bringing Gender Equality to the Classroom and Beyond
* Sexual Orientation
* Sexual Identity
* Struggles for Sexual Equity
* Heterosexism’s Toll on Students and Adults
* Schools that Value Sexual Diversity
* Exceptionality
* Students with Disabilities/Students who are gifted
* Litigation
* Legislation
* Exceptional Individuals and Society
* Disproportionate Placement in Special Education
* Teaching Children with Exceptionalities
* Language
* Language and Culture
* The Nature of Language
* Language Differences
* Nonverbal Communication
* Second-language Acquisition
* Differentiating Instruction for All Language Learners
* Religion
* Religion and Culture
* The First Amendment and the Separation of Church and State
* Religion as a Way of Life
* Religious Pluralism in the U.S.
* Interaction of Religion with Gender/Gay/Lesbian Issues/Race
* Separating Church/State/Other Issues
* Geography
* Geography and Culture
* Regional Diversity in the U.S.
* Rural/Urban/Suburban Areas
* Migration
* Globalization
* Incorporating Student’s Culture and Geographic Differences into the Classroom
* The Youth Culture
* The Culture of Youth
* Young Adulthood
* Childhood
* Adolescence
* America’s Youth in Todays Classrooms
* Education That is Multicultural
* Making Teaching Multicultural
* Placing Students at the Center of Teaching/Learning
* Climate that Promotes Human Rights
* Belief that All Students Can Learn
* Culturally Responsive Teaching
* Social Justice and Equality
* Preparing to teach Multiculturally
* Ruby Payne’s Framework for Understanding Poverty
* Definitions and resources
* Language and story
* Hidden rules
* Generational poverty
* Role models and support systems
* Discipline
* Instruction
* Relationships

**Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR):Certification Preparation Standards: Education Students from Diverse Backgrounds

*Domain I: Designing Instruction and assessment to promote student learning*

Competency 001: The teacher understands human development processes and applies this knowledge to plan instructional and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

* Understands the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society.
* Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
* Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
* Understands that student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

* Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to

ethnicity, gender, language background, exceptionality) and the significance of student

diversity for teaching, learning, and assessment.

* Accepts and respects students with diverse backgrounds and needs.
* Knows how to use diversity in the classroom and the community to enrich all students’ learning experiences.
* Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.
* Knows how to plan and adapt lessons to address students’ varied backgrounds, skills, interests, and learning

needs, including the needs of English-language learners and students with disabilities.

* Understands cultural and socioeconomic differences (including differential access to technology) and knows how

to plan instruction that is responsive to cultural and socioeconomic differences among

students.

* Understands the instructional significance of varied student learning needs and preferences.

Competency 011: The Teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

* Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
* Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.

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| ***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010 The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*** |
| 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups; |
| 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; |
| 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; |
| 1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of  English language learners; |
| 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction. |
| 2.1k the importance of creating a learning environment in which diversity and individual differences are respected; |
| 2.4k the importance of communicating enthusiasm for learning; |
| 2.1s interact with students in ways that reflect support and show respect for all students; |
| 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; |
| 2.21s respect students’ rights and dignity. |
| 3.1k the importance of clear, accurate communication in the teaching and learning process; |
| 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; |
| 3.3k spoken and written language that is appropriate to students’ age, interests, and background; |
| 4.1k the importance of families’ involvement in their children’s education; |
| 4.2k appropriate ways for working and communicating effectively with families in varied contexts. |
| 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs; |

**Chapter Learning Units:** Chapter Learning Unit Folders have been set up for each week of the course. These folders contain your reading assignment, ‘Thought Provokers’, weekly quizzes, lecture notes, and other valuable information for that week. Chapter Learning Unit Folders will be open **one week** past the posted due date. Once these units are closed, they will not be re-opened for you.

**Assignment Submission:** The Assignment Submission menu item contains the links to use when submitting assignments. To submit your work, click on the link that corresponds to the assignment that you are submitting. When submitting an assignment, please save the document as an **RTF** file before submitting the document. Remember, if I can’t open it, I can’t grade it. All work must be submitted by the deadline posted. **All late assignments will receive a 20% point deduction for the first 3 days it is late. After 3 days, the assignment will receive a grade of 0, unless prior arrangements are made with me in ADVANCE.**

**System Requirements:** Online courses require that the student have:

**IBM Computers and IBM Compatibles with Windows Operating System:**

Pentium Processor or better (Pentium 100 or better recommended), 32 MB RAM (32 MB or more recommended), Hard disk drive with minimum of 50 MB free (70 MB or higher free space recommended), 56k or higher recommended, 256 color monitor, Windows operating system

**Compatible** **Word processing programs**:

1. Microsoft Word (either singly or as part of Microsoft Office) *or*
2. Word Perfect: Must save work as Rich text Format *or*
3. Open Office: download free at [www.openoffice.org](http://www.openoffice.org)

**(NOTE: Microsoft Works is not supported)**

**Internet Browsers:**

1. Internet Explorer 6 or higher (Version 8 is not supported)
2. Netscape
3. Firefox (Release 3 is NOT supported by Blackboard
4. Safari (PC or Mac version)

**(Note: AOL browser not supported)**

**\*\*\*The new Google Chrome beta is not supported**

Please check the Computer Personal settings link at the bottom of the Blackboard login page for specific requirements for Blackboard.

**Academic Honesty:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. (See the current Wayland Baptist University Catalog, p. 88, for penalties that may be applied to individual cases of academic dishonesty and the process involved for filing a record of the offense.)

**Evaluation:** University Grading System:

A 90-100 CR for Credit WF Withdrawal Failing

B 80-89 NCR No Credit X No grade given

C 70-70 I Incomplete\* IP In progress

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

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.

**Communication:** I encourage each of you to contact me as soon as possible if you have questions or problems. My preferred method of communication is via email. I will be checking my email at least once every 24 hours, so I will get back to you as soon as possible. You can attempt to contact me by phone, but it is easier and cheaper to communicate through email. I encourage each of you to interact with one another as well. Since this class is not conducted face-to-face, it is important to utilize the communication tools within Blackboard and through email.

**Student Email Accounts:** The University has set up a Wayland Baptist University.wbu.edu email account for each of you. If you have not already done so, **activate this email account ASAP.** This is the email address I will use to communicate with you. If I need to notify you of information during a time when Blackboard is down or for other various reasons, this is how I will contact you. You may go to [www.wbu.edu/current\_students/student\_email](http://www.wbu.edu/current_students/student_email) for information on howto set up your wayland.wbu.edu account. This site will also give you information on how to forward mail from your wayland.wbu.edu account to an email account that you check routinely.

After reading through the syllabus, please email me with your current email address for verification. Send it to: [quebek@wbu.edu](mailto:quebek@wbu.edu). (It could be worth extra points before the class even begins!!)

**Important Dates for Course:**

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| Nov 20 - Nov 24 |  | Thanksgiving Break |
| Dec 20 - Jan 2 |  | Christmas Break |
| Jan 15 |  | Martin Luther King Day |
| Feb 20 |  | Final Grades due |

***Tentative* Course Schedule/Outline**

**Module** **Dates** **Assignment** **Projects**

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| 1 | Nov. 13-19 | Introduce Yourself  Reading Assignment: Chapter 1  Thought Provoker: Topic relating to Ch. 1 reading  Module 1 Chapter Quiz | \*Begin looking for sites to  conduct Field-based Experiences  (2.1k; 3.1k; 32.k;3.3k)  **\*Thanksgiving Holidays are**  **November 20-24. Enjoy your time off!** |
| 2 | Nov. 27-Dec. 3 | Reading Assignment: Chapter 2  Thought Provoker: Topic relating to Ch. 2 reading  Module 2 Chapter Quiz | \*Begin Field-based Experiences  \*Begin Work on Poverty Study Guide  (1.1k; 1.3k; 1.2s) |
| 3 | Dec. 4-10 | Reading Assignment: Chapter 3  Thought Provoker: Topic relating to Ch. 3 reading  Module 3 Chapter Quiz | \*Continue Field-based Experiences/work on  Poverty Study Guide |
| 4 | Dec. 11-17 | Reading Assignment: Chapter 4  Thought Provoker: Topic relating to Ch. 4 reading  Module 4 Chapter Quiz | \*Continue Field-based Experiences/work on  Poverty Study Guide  \*Continue work on Lesson Plan -**due Feb 5** (1.3k) |
| 5 | Jan. 3-7 | Reading Assignment: Chapters 5  Thought Provoker: Topic relating to Ch. 5  Module 5 Chapter Quiz | \*Continue Field-based Experiences/work on  Poverty Study Guide  \*Study for Midterm Exam (2.2s; 2.20s; 3.1k) |
| 6 | Jan. 8-14 | Reading Assignment: Chapter 6  Thought Provoker: Topic relating to Ch. 6 reading  Module 6 Chapter Quiz  **Midterm Exam**-Ch. **1-5** readings/lecture notes  (**due on/before 11:59.59 p.m. CST Jan. 16**) | \*Continue Field-based Experiences/work on  Poverty Study Guide  \***Midterm exam** due on/before  11:59.59 p.m. CST **Jan. 16**  \*Begin work on Lesson Plan Development  (1.5k) |
| 7 | Jan. 15-21 | Reading Assignment: Chapter 7  Thought Provoker: Topic relating to Ch. 7 reading  Module 7 Chapter Quiz | \*Continue Field-based Experiences/work on  Poverty Study Guide  \*Continue work on Lesson Plan -**due**  **Feb 5** (4.1s; 4.2k; 3.3k) |
| 8 | Jan. 22-28 | Reading Assignment: Chapter 8  Thought Provoker: Topic relating to Ch. 8 reading  Module 8 Chapter Quiz | \*Continue Field-based Experiences/work on  Poverty Study Guide  \*Continue work on Lesson Plan -**due Feb 5**  (1.1k; 1.3k) |
| 9 | Jan. 29- Feb. 4 | Reading Assignment: Chapter 9  Thought Provoker: Topic relating to Ch. 9 reading  Module 9 Chapter Quiz  (**Lesson Plan Development Due Feb 5**) | \*Continue Field-based Experiences/work on  Poverty Study Guide (1.2s; 2.1k) |
| 10 | Feb. 5-11 | Reading Assignment: Chapter 10 & Chapter 11  Thought Provoker: Topic relating to Ch. 10 & Ch. 11 reading  Module 10 Chapter Quizzes | \*Continue Field-based Experiences/work on  Poverty Study Guide (if necessary)  \*Study for Final Exam  (1.1k; 1.3l; 2.2s |
| 11 | Feb. 12-17 | Submit Field-based Experience Documentation Form, Journal Analysis and Poverty Study Guide  **Final Exam-**Ch. **6-11** readings/lecture notes | \*Field-based Experience Documentation Form &  Journal Analysis, Poverty Study Guide, and  Final exam due on/before 11:59.59 p.m. CST  **Feb. 17** |