
Sul Ross State University

Department of Education
ED 5316 Diversity in Education
Spring 2020 Syllabus



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Course Description

ED5316 Diversity in Public Education is an overview of multicultural education. Students will gain an appreciation and understanding, from an educational leadership perspective, of considerations associated with educating the multicultural learner. Students will also gain an understanding of the need to design and support a curriculum that will benefit multicultural learners. Finally, by interacting with colleagues and professor, students will gain a practical knowledge of putting what one learns into practice.

Marketable Skills

1. Students will demonstrate public speaking skills to a variety of audiences.
2. Students will demonstrate writing skills for lesson plans and other scholarly documents.
3. Students will demonstrate organizational skills to effectively manage time and meet deadlines.

Performance Standards, Goals, and Learning Objectives

Primary Goals:

To gain an understanding of the notion of multicultural education in today's public schools.

To become familiar with current texts and research on the subject of multicultural education.

To appreciate the inherent academic enhancement of a multicultural setting.

To learn strategies for leading a campus of multicultural learners.

To gain an awareness of the need for understanding the issues surrounding multicultural education in a pluralistic environment.

Secondary Goals:

To improve communication skills through writing and speaking.

To become actively engaged in reading current articles on education.

To practice synthesis: lessons learned in one topic applied to a related topic.

Applicable Competencies: In our pluralistic society, it is critical that educators understand multicultural learners and how to respond to their educational needs, so that they and our society as a whole can compete in the world market.

Program & Student Learning Objectives/ Counselor/Reading Specialist TExES Competencies

Counseling TExES Competencies

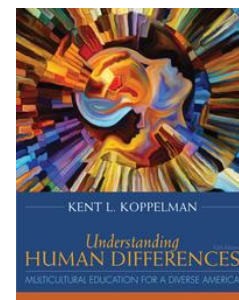
- Counselor Competency 002 states that the counselor understands student diversity.
- Counselor Competency 008 states that the counselor demonstrates collaboration, consultation, and professionalism and is able to collaborate with families

Reading Specialist TExES Competencies

- **Domain II - Instruction and Assessment: Resources and Procedures**
Standard II Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.
 - Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.
- **Domain III - Meeting the Needs of Individual Students**
 - Standard III Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.
 - Competency 011 (Instruction for English-Language Learners) The reading specialist understands and applies knowledge of effective literacy instruction for English-language learners at the levels of early childhood through grade 12.
 - Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities) The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.

Materials

Required Text

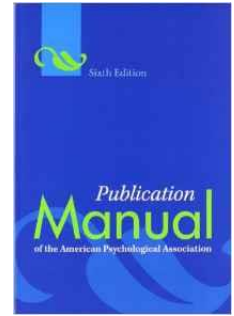


Koppelman, K.L. (2017). *Understanding Human Differences: Multicultural Education for a Diverse America* (5th Ed.). Boston: Pearson.

Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.



Assignments and Grades

Type of Assignment	Points
<p>14 textbook chapter readings and quizzes. The quizzes are multiple choice and matching; each is worth 25 points and may only be taken once. The quizzes are timed and you will have 30 minutes to complete each quiz. You may NOT exit and re-enter.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>25 points total for each Quiz (x14=350)</p>
<p>6 Discussion Boards; write a response to videos and articles. The textbook should be referenced to allow for pertinent quotes to be included in the response. Each Discussion Board is worth 50 points. The Discussion Board will be graded on the thought you put into your responses, and the evidence you provide to support your position. Students must post 5 posts on 3 separate days for a minimum passing grade; more quality posts will improve your grade. Assignments must be grammatically correct, and points will be deducted for poor grammar and for spelling errors.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>50 points each (x6=300)</p> <p>300</p>
<p>Meeting The Needs of Diverse Learners Research Paper: You will research using the SRSU library to locate recent articles addressing strategies to engage and better meet the needs of diverse learners. You may focus on a specific diverse population and issue: Differentiated instruction for ELL learners, questioning, improving literacy for exceptional students, etc.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>50</p>
<p>The final journal reflection is an essay that challenges you to demonstrate your ability to synthesize the entire content of the course.</p> <p style="text-align: right;">SUBTOTAL:</p>	<p>100</p>
<p>FINAL PROJECT: A culminating group project is assigned for 100 points. PowerPoint presentations will be posted in Discussion Board and delivered in a synchronous discussion using Blackboard Collaborate. Presentations will be recorded and</p>	<p>100</p> <p>100</p>

<p>posted to a discussion board following the synchronous session. All course participants are strongly encouraged to be present. Students that are unable to attend and present must let the instructor know prior to the synchronous meeting. In addition, students who do not attend will be asked to view all presentations in the discussion board and provide a written reflection to each presentation. Presenters must monitor the Discussion Board and respond to students' comments. Participation in DB is 100 points. In the PowerPoint put:</p> <ol style="list-style-type: none"> 1) Description of the group's values and cultural practices. 2) Plans for involving the families in the school culture. 3) Plans for providing academic support for the students to be successful. 4) Methods to evaluate the effectiveness of your plan. 5) Defined roles for all staff members to implement the plan. 6) On last slide, list three or more sources you used to prepare the plan. <p style="text-align: right;">SUBTOTAL:</p>	(200)
TOTAL POINTS:	1000

The **grading policy** for this course is as follows:

- A = 800-1000
- B = 600-799
- C = 400-599
- F = 399 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.

5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Course Schedule

The following is a schedule of assignment due dates.

<u>DATE DUE</u>	<u>MODULE</u>
Jan. 13th	1 ST DAY OF CLASS
Jan. 27	Module 1 DUE: Read Textbook Chapters 1, 2 & 3 DUE: Take Quizzes 1, 2 & 3 DUE: Watch video <i>Echoes of Brown</i> , then participate in Discussion Board
Feb. 3rd	Module 2 DUE: Read Textbook Chapters 4, 5, 6 & 7 DUE: Take Quizzes 4, 5, 6 & 7 View: PowerPoint Video from Dr. Qvarnstrom DUE: Watch video, <i>Would you protest anti-Muslim discrimination video?</i> Then, participate in Discussion Board
Feb. 10	Module 3 DUE: Read Textbook Chapters 8 & 9 DUE: Take Quizzes 8 & 9 DUE: Read Eric Jensen's article entitled <i>How Poverty Affects the Classroom</i> . Then, follow the instructions in Discussion Board for comparing the article to the Koppelman (2017) chapter on poverty. Then, participate in Discussion Board.
Feb. 24	Module 4 DUE: Read Textbook Chapters 10, 11 & 12 DUE: Take Quizzes 10, 11 & 12 DUE: Watch video, <i>Would you defend gay parents?</i> Then, participate in Discussion Board.

March 2	<p>Module 5</p> <p>DUE: Read Textbook Chapter 13 and additional articles</p> <p>DUE: Take Quiz 13</p> <p>DUE: Watch videos, <i>The only good Indian and makerspace video</i>. Then, participate in Discussion Board.</p>
March 23	<p>Module 6</p> <p>DUE: Read Textbook Chapter 14 and additional articles</p> <p>DUE: Take Quiz 14</p> <p>DUE: Watch video <i>Bullied</i>. Then, participate in Discussion Board.</p>
March 30 topic due	<p>Module 7</p> <p>DUE: Meeting the Needs of Diverse Learners Research Project Topic Due</p> <p>DUE: Paper Due</p>
April 27	<p>Module 8</p> <p>DUE: Final Reflection Journal (Assignment will open April 27; is due May 3)</p> <p>DUE: Research Presentations @ 7 pm CST on April 27, post in Discussion Board and submit.</p> <p>DUE: Participate in Discussion Board.</p>
	COURSE ENDS

The following information is the ADA contact person at SRSU:

Rebecca Wren
 Accessibility Services Coordinator
 Counseling & Accessibility Services
 Ferguson Hall, Rm #112
 P.O. Box C-122
 Alpine, TX. 79832

And don't forget, we offer personal counseling services for students, faculty and staff.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

- Koppelman, K.L. (2017). *Understanding Human Differences: Multicultural Education for a Diverse America* (5th Ed.). Boston: Pearson.
- Miller-Ray, J. (2019). Investigating the Impact of a Community Makers' Guild Training Program on Elementary and Middle School Educator Perceptions of STEM (Science, Technology, Engineering, and Mathematics). In *STEAM Education* (pp. 79-100). Springer.
- Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.
- Jensen, E. (2013). How poverty affects classroom engagement. *Educational Leadership*, 70(8), 24-30.

