

**WAYLAND BAPTIST UNIVERSITY**  
**DIVISION OF EDUCATION**  
**EDUC 3313-SA01**  
**EDUCATING STUDENTS FROM DIVERSE BACKGROUNDS**  
**Winter 2009**

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

**Course Number and Title:**

EDUC 3313-SA01 Educating Students From diverse Backgrounds

**Class Time:**

Tues. 6:00 p.m. – 10:10 p.m.  
WBU 110

**Term and Date:**

Winter 2009

**Catalogue Description:**

Course focuses on the impact of culture, ethnicity, socioeconomic status, religion, and special populations on learning and identifies ways to enhance learning and motivation in the public schools.

**Required Resource Material:**

Gollnick, D. & Chinn, C. (2006). *Multicultural education in a pluralistic society (8<sup>th</sup> Edition)*. Columbus, OH: Merrill Prentice Hall.

**And**

Payne, R. (1998). *A framework for understanding poverty*. Highlands, TX: RFT Publishing.

**Instructor:**

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Office Hours: By Appointment

**Attendance Policy:** The University expects students to make class attendance a priority. All absences must be explained to the instructor who will determine whether omitted work may be made up. When a student reaches the 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 dean at the campus where the course is offered. Any student who misses 25% or more of the regularly scheduled class meetings will receive a grade of "F" in the course. Student appeals should be addressed, in writing, to the campus dean.

**Provisions for Special Needs:** It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

**Plagiarism Policy:** Intellectual integrity and truthfulness are fundamental to scholarship. Plagiarism is a form of cheating. Plagiarism occurs when a student fails to give proper credit when information is either quoted or paraphrased or when a student takes credit for another person's work. Plagiarism may result in an "F" in the course or expulsion from the class or the university.

**Tentative Course Outline\*\*\***

<b>Week #</b>	<b>Read</b>	<b>Topic/Activity</b>
<b>1</b> Tuesday (11/10)	Course Syllabus	Introductions: Course Overview and Requirements Field Hours Form (Hand-out)
<b>2</b> Tuesday (11/17)	G & C - Chapter 1 Payne - Chapter 1	Foundations of Multicultural Education  Review Definitions and Resources  Opportunities for Reflection <b>Group Presentations Begin</b>
<b>3</b> Tuesday (11/30)	G & C - Chapter 2 Payne - Chapter 2 & 3	Ethnicity and Race  The role of Language and Story & Hidden Rules Among Classes  Reflective journal entries due next class period on topics from reading & class discussions as applied to your personal and/or professional experiences
<b>4</b> Tuesday (12/ 1)	G&C - Chapter 3	Class and Socioeconomic Status Opportunities for Reflection <b>Group Presentations</b>  <b>Test #1 (G&amp;C 1-2; Payne 1-3)</b>  <b>Reflective Journals due (25 pts)</b>
<b>5</b> Tuesday (12/8)	G&C - Chapter 4  Payne – Chapter 4	Gender and Sexual Orientation Characteristics of Generational Poverty  <b>Group Presentations</b> <i>Discuss expectations for Research-Based Oral Presentations</i>
<b>6</b> Tuesday (12/15)	G&C - Chapter 5  Payne – Chapter 5	Exceptionality  Role Models and Emotional Resources  Opportunities for Reflection  <b>Group Presentations</b>

Tuesday (1/5)	G&C - Chapter 6 Payne – Chapter 6	Language Support systems Opportunities for Reflection <b>Group Presentations</b>
<b>8</b> Tuesday (1/12)	G&C-Chapter 7	Religion Opportunities for Reflection <b>Oral Presentations Begin</b> <b>Test #2 (G&amp;C 3-6; Payne 4-6)</b>
<b>9</b> Tuesday (1/19)	G & C – Chapter 8 Payne – Chapter 7 & 8	Geography Discipline Opportunities for Reflection Reflective Journal Entry (25 pts) <b>Group Presentations</b> <b>Oral Presentations Cont.</b>
<b>10</b> Tuesday (1/26)	G&C – Chapter 9 Payne – Chapter 9	Age Instruction and Improving Achievement  <b>Group Presentations</b> <b>Discuss material for final exam</b>
<b>11</b> Tuesday (2/2)	G&C – Chapter 10	Education That is Multicultural Creating and Maintaining Relationships  <b>Oral Presentations Cont.</b> <b>Completed Field Hours Due</b>
<b>12</b> Tuesday (2/9)	Final Exam/Last Class	<b>Final Exam (G&amp;C 7-10; Payne 7-9)</b>

\*\*\* The instructor reserves the right to amend the tentative course outline as needed during the course.

### Course Requirements:

1. Opportunities for Reflection and Viewing of Videos – you will be expected to reflect on and discuss video cases in an effort to gain insight into the concepts and practice of culturally relevant instruction. You will be graded on classroom participation. Two written journal entries [25 points each, total of 50 points].
2. Group Presentation – as a group, you will construct a chapter presentation and introduce to the class a lesson based upon research of your basic understanding of multicultural education. Consider the influence of broad factors such as race, ethnicity, social class, gender, religion, geographic location, sexual orientation, as well as personal factors. [25 points].
3. Researched Based- Oral Presentation – in a brief oral autobiographical account (maximum 5-8 minutes), combine research (to construct a scholarly/ empirically based data) with reflection (to address your response to multiculturalism). The key question to explore is *“How does multiculturalism and diversity influence how we as teachers impart instruction in the classroom?”* [25 points].
4. Two Chapter Tests and a Final Exam [25 points each, total of 75 points] – each test, including the **Final** will consist of multiple choice questions and short answers from your assigned reading.
5. Successful completion of “Field-Experience” hours is required for course credit. **Minimum field hours required is 6.** [25 points].

### Grading Rubric

Reflective Journal Entries	1	2	50	
Group Presentations			25	
Oral Presentation			25	
Test #1			25	
Test #2			25	
Field Hours (total of 6)			25	
Final Exam			25	
Total			200	

**The number of points for all of your assignments adds up to 200. Divide your score by two to determine your final grade.**

### University Grading Policy

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

### Outcome Competencies:

1. Cultural proficiency that includes the policies and practices of an organization or the values and behaviors of an individual that enables that agency or person to interact effectively in a diverse environment. Cultural proficiency also reflects the way an organization treats its employees, its clients, and its community.
2. Giving context and voice to the notion that culturally proficient instructors add value and dignity to students' lives, and culturally proficient instruction adds a dimension of professionalism to your artistry as a teacher.
3. Increased instructional effectiveness based on three factors: your understanding of who you are and what you think about yourself; your understanding of who the learners are and what you think of them; and the way in which the learners receive you and the subject matter you are presenting.
4. Understanding of student diversity and planning learning experiences to promote all students' learning (TExES competency 002).

## Competency 2

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.

### The beginning teacher:

- ▶ 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.

**EDUC 3313-SA01**  
**Educating Students from Diverse Backgrounds**  
**TE<sub>x</sub>ES Alignments:**  
**Pedagogy & Professional Responsibilities (PPR)**  
**#100 (EC-4)**

Note. Bullets under each competency are noted by competency number and bullet number: 1.3 is Competency 001, 3<sup>rd</sup> bullet. Middle-level is defined as 4-8<sup>th</sup> grades. Each PPR has slightly different wording and placement of bullets.

**Domain 1: Designing Instruction and assessment to promote student learning**

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

**1.1 Understands the lifelong impact of the experiences provided in early childhood through grade 4 on individual development and on society.**

**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.**

**2.1 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.**

**2.2 Accepts and respects students with diverse backgrounds and needs.**

**2.3 Knows how to use diversity in the classroom and the community to enrich all students' learning experiences.**

**2.4 Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.**

**2.5 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.**

**2.6 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.**

**2.7 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.**

**11.3 Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.**

**11.4 Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.**

**TE<sub>x</sub>ES Alignments:  
Pedagogy & Professional Responsibilities (PPR)**

#110 (4-8)

**Note. Most of the competencies below are the same as those for EC-4. If slightly different, the competency bullet is written below. If they are the same, “see competency above” is written.**

**Domain 1: Designing Instruction and assessment to promote student learning**

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

- 1.1 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.**
- 1.7 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. (See competency above)**

**Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. (See competency above)**

**TE<sub>x</sub>ES Alignments:  
Pedagogy & Professional Responsibilities (PPR)**

#130 (8-12)

**Note. Most of the competencies below are the same as those for EC-4 and 4-8. If slightly different, the competency bullet is written below. If they are the same, “see competency above” is written.**

**Domain 1: Designing Instruction and assessment to promote student learning**

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

- 1.1 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.**
- 1.6 (see 4-8 competency 1.7)**

**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. (See competency above)**

**Competency 011: The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families. (See competency above).**

