

EDID 531 Understanding and Affirming Diversity
Eastern Mennonite University Lancaster
Master of Arts in Education

Credit Hours: 1 or 3 semester hour(s)

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Class Schedule: June 18th – June 23rd, 2012 8.00 a.m – 5.00 p.m.

Total Class time: 14 hours or 42 hours

Course Description: This course explores the role of education and teachers in understanding and affirming diversity in the classroom. The focus will be on gaining a greater understanding of diversity and its effects on student development and achievement; how it affects our communication with our students in the school setting. With an increased understanding of diversity, effective approaches to help children and adolescents interact more positively and overcome intolerance will be explored. This reflective and activity based course examines underlying theory and research as well as provides opportunities to practice strategies in small group participatory activities.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. (L)

Course Objectives

1. Students will study the development of identity and how this can be affected by the acceptance of others. (PK, I, Ca)
2. Students will understand the use and abuse of power in society and how this can contribute to intolerance of diversity. (PK, I, Ca)
3. Students will reflect upon their own culture and experiences of diversity and intolerance to gain an awareness of their filters through which they construct their own model of the world. (I, PK, Ca)
4. Students will gain awareness of the many facets of diversity in our society and schools and how learning and achievement are affected by our identity. (S, Ca, L)
5. Students will acquire knowledge of practices which will contribute to cultural responsiveness in the classroom as a means to promote an understanding and affirmation of diversity in the classroom. (PK, C, Ca, L)
6. Students will create a plan for implementation at their places of employment which will contribute to a climate of understanding and affirmation of diversity. (C, Ca, L)

Required Text:

The required text for this course is:

Gay, Geneva (2010). *Culturally responsive teaching, theory, research, and practice (2nd edition)* Teachers College Press, New York. ISBN 978-0-8077-5078-0

Hand-outs of selected materials for reading and discussion will be provided during class. There is a list of additional resources which are not mandatory reading for this class. However, it is expected that during class students will identify texts from this area of study already read and share their knowledge with the class.

Class Outline

Monday, June 18th

8.00 a.m – 5.00 p.m

- Definition of terms to be used throughout this course e.g tolerance, diversity, culture, race, ethnicity, bigotry, prejudice, stereotype
- Goals of education and those of an educator
- Investigating culture and diversity within the U.S and the schools where we work.
- Rationale for understanding and affirming diversity as educators
- Identity development and the stressors in society which affect that development. Sharing our “portraits” of ourselves based on Harro’s “Cycle of Socialization”.
- Review and share opinions about selected video.
- Journal entries

Class Outline

Tuesday, June 19th

8.00 a.m – 5.00 p.m

- Share an activity which promotes an understanding and/or affirmation of diversity in your classroom or place of employment.
- Define cultural competence and discuss our own competence in this area.
- Use and abuse of power in society and its effects on identity and our responsibilities to others referencing Takaki's work and viewing Viva La Causa
- Stereotypes and isms e.g. ableism, sexism, racism, ageism
- Reflection on our own habits, language, beliefs, values, curriculum, teaching technique etc which may be interpreted as being without appreciation of differences.
- Bullying and creating a culture to prevent its presence in our classrooms
- Activities to promote and affirm diversity in your classroom e.g class meetings, social circles
- Final assessment details for 1 credit students

Class Outline

Wednesday, June 20th

8.00 – 5.00 p.m

- Identity development theories across cultures-white, African American, Latino, Asian
- Gaining a better understanding of cultures other than our own
- Identifying some stereotypes and their effect on development and achievement
- Looking at the culture of poverty, our own beliefs and understandings of poverty in the U.S and how it might affect communication and achievement
- Model Minority stereotype and its affects on students' learning and achievement
- View video and discuss

Class Outline

Thursday, June 21st

8.00 a.m – 5.00 p.m

- Affirming diversity in curriculum and instruction
- Developing a culture of caring in the classroom
- Cross cultural communication
- Video/articles and discussion

Class Outline

Friday, June 22nd

8.00 a.m – 5.00 p.m

- Culturally responsive teaching examples throughout the U.S
- Finding allies
- Determining obstacles and overcoming obstacles to develop a more culturally responsive classroom.
- Formulating a plan to become more culturally responsive in the classroom
- Video/articles for discussion

Course Requirements:

Attendance (5%). (As outlined under Attendance Expectations below.) Please contact the instructor if any absence is anticipated.

Assigned Readings (10%). In preparation for class discussion you are expected to read preassigned readings. Additional outside reading on selected topics is encouraged. Daily activities, discussions and written responses should reflect this preparation.

Student Participation (20%). You are expected to demonstrate self reflection both in your writing assignments and in class discussion. A goal of the class is to encourage you to step out of your comfort zone and take a critical look at those values and habits which might serve you well in some areas of your life but not benefit the youth you are supporting/educating.

Project (65%). Either 1 or 2

1. You will develop a plan for implementation in your work setting designed to promote an understanding and affirmation of diversity in your classroom. Your plan when implemented should produce change in at least 3 areas of schooling: relationships among school and community members, the curriculum, and supports for students. Your plan should also incorporate a personal plan to increase your knowledge of other cultures/ethnicities.

The paper should include

1. The setting where the project will be implemented
2. The rationale for implementing this project (this part must be at least 4 typed pages and must reference the Geneva Gay text and other articles provided during class.
3. What specifically you would hope to achieve with the implementation of your plan.
4. A list of the people or resources you might need to help you implement this plan. Provide a rationale for including these people.
5. The plan with a list of activities and the timetable for their implementation.
6. A plan to evaluate that your time and energy were well spent and what was achieved by this plan.
7. Bibliography, APA style

Or

2. Choose a concept or idea that you learned about in class and that was particularly meaningful for your personal development, specifically, your racial and cultural identity development. Explain this concept and its relevance to you. You should quote authorities on this concept. Discuss ways that your learning might impact the lives of those you know and in particular how this might affect your teaching and your relationships with your students. As with #1 you must provide a plan for you to increase your knowledge of other cultures/ethnicities.
Submit 8- 10 pages

Projects due by July 9th

Evaluation:

Students will receive one grade for all components of the course based on the following criteria and grading scale:

Grade of A. Attendance at all sessions; initiative; clear evidence of planning and organization in group tasks; careful and reflective responses to assigned readings; completion of Project that, in addition to including the requirements, show evidence of learning, thought, and preparation. Deadlines met.

Grade of B. Attendance at most class sessions; active participation in group tasks; completion and response to assigned readings; completion of project, that in addition to including the requirements shows evidence of learning, thought and preparation. Extra time required for completion.

Grade of C. Satisfactory completion of all requirements. Absences, lack of participation in discussion, activities and self reflection, incomplete or cursory reading of assigned materials. Assignments turned in late.

Below C. Failure to meet expectations in the course.

Grading Scale:

95-100 pts. = A

91-94 pts. = A

88-90 pts. = B+

84-87 pts. = B

80-83 pts. = B

77-79 pts. = C+

72-76 pts. = C

Knowledge Base: There are many scholarly writings on the need to deal effectively with the social and emotional needs of our student population. Correlations have been found between meeting these needs and higher achievement. There is recognition that interpersonal skills are as vital to becoming a productive and contributing member of society as academic skills. (Gay, Lantieri, Delpit, Tatum, and Banks)

Reflecting the national trend, our schools have become more racially and culturally diverse. This trend in society has led to students forming groups based on their own culture and socioeconomic status. With our economic crisis and the election of our first president of African American descent we have seen an increase in hate groups.

Without education in tolerance and recognition, knowledge and appreciation of diversity, students can feel alienated within their schools, societies and communities. Proactive interventions and the development of caring communities within our schools can make a significant difference in the lives of our students.

Attendance Expectations: As stated in the EMU Graduate Catalog: "Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of 300 minutes in a three semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course have not fulfilled necessary requirements to receive an "A" in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion."

Academic Honesty: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA)

Writing Style: Candidates are expected to use Publication Manual of the American Psychological Association 6th Edition for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Resources:

- Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (2000). *Readings for diversity and social justice*. NY: Routledge.
- Berman, S. (1997). *Children's social consciousness and the development of social responsibility*. NY: State University of NY Press.
- Bullard, S., Lyon, G., Oei, T.Y., Sheets, R. (1997). *Starting small: Teaching tolerance*. AL
- Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Greenfield, MA: Northeast Foundation for Children.
- Coles, R. (1997). *The moral intelligence of children*. NY: Random House.
- Darling-Hammond, L. (2009). *The flat world and education*. NY: Teachers' College Press.
- Darling-Hammond, L. (2009). *Learning to teach for social justice*. NY: Teachers' College Press.
- Derman Sparks, L., & Ramsey, P.G. (2006). *What if all the kids are white*. NY: Teachers' College Press.
- Delpit, L. (2006). *Other people's children. Cultural conflict in the classroom*. NY: The New Press.
- Dilg, M. (1999). *Race and culture in the classroom*. NY: Teachers' College Press.
- Franklin, J.H. & Schweninger L. (1999). *Runaway slaves*. Oxford University Press.
- Gardener, H. (1993). *Multiple intelligences*. Harcourt Publishing.
- Gay, G. (2010) *Culturally Responsive Teaching Theory, research and Practice*, . NY: Teachers' College Press
- Hooks, B. (1995). *Killing rage*. Henry Holt & Company.

- Howard, G.R. (1999). *We can't teach what we don't know*. NY: Teachers' College Press.
- Lantieri, L. & Patti, J. (1996). *Waging peace in our schools*. Boston: Beacon Press.
- Lee, S. (2009). *Unraveling the "model minority" stereotype*. NY: Teachers' College Press.
- McBride, J . (1996). *The color of water*. Berkeley Publishing Company.
- McBride, J. (2009). *Song yet unsung*. Berkeley Publishing Company.
- Nieto, S. (1999). *The light in their eyes*. NY: Teachers' College Press.
- Shelton, C. M. & Stern R. (2004). *Understanding emotions in the classroom. Differentiating teaching strategies for optimal learning*. NY: Dude Publishing.
- Takaki, R. (1998). *A larger memory a history of our diversity with voices*. Boston: Little, Brown and Company.
- Tatum, B. (2007). *Can we talk about race?* MA: Beacon Press.

Appendix A

Writing Standards – Graduate Level

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

