



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Educational Leadership and Foundations Course Syllabus

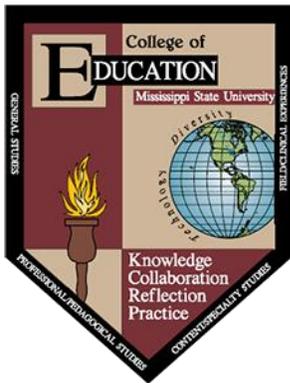
EDF 3423 Exploring Diversity Through Writing

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture, blended and hybrid (face to face, live, & asynchronous)

Catalogue Description: (Prerequisite: Admission to Teacher Education.) Using to explore issues of diversity in the classroom. Creating a learning community for diverse learners.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

Upon completion of this course, the teacher candidates will be expected to:

1. Identify how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. (INTASC 3) CFPO 2, 3, 6 CRT 1.1
2. Explain the importance of a well-grounded framework for understanding cultural and community diversity and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction. (INTASC 3) CFPO 2, 3, 6 CAEP 1.2 CRT 1.1 4.1 4.2 5.1
3. Explain the importance of the belief that all children can learn at high levels and persistence in helping all children achieve success. (INTASC 3) CFPO 2, 3, 6 CAEP 1.4 CRT 1.1 5.1 8.1
4. Develop a repertoire of strategies for learning about and understanding students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures). (INTASC 3) CFPO 2, 3, 5, 6 CAEP 1.2 CRT 1.1 2.1 2.2 5.1 6.1 11.1 SPA 10.1, 11.0
5. Describe multiple perspectives on the subject matter, including attention to students' personal, family, and community experiences and cultural norms. (INTASC 3) CFPO 6 CRT 1.1 8.1

6. Create a learning community in which individual differences are respected. (INTASC 3) CFPO 6 CRT 1.1 SPA 11.0
7. Explain communication theory, language development, and the role of language in learning. (INTASC 6) CFPO 3 CRT 4.1 4.2 5.1 9.2 SPA 9.2
8. Identify how differences can affect communication in the classroom. (INTASC 6) CFPO 5 CRT 1.1 5.1 8.1
9. Use effective verbal, nonverbal, and media communication techniques. (INTASC 6) CFPO 7, 10, 11 CRT 2.2 SPA 9.2
10. Explain the cultural dimensions of communication, respond appropriately, and seek to foster culturally sensitive communication by and among all students. (INTASC 6) CFPO 2, 6 CRT 1.1 2.2 5.1 7.1
11. Use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities. (INTASC 6) CFPO 7 CAEP 1.5 2.2 SPA 11.0

Detailed Course Outline/Topics Covered in the Course

1. Using the Writing Process to communicate well—prewriting, drafting, revising, editing, sharing/publishing. (9 hours)
 - Connecting to the MDE Frameworks for writing
 - Strong focus on revising to improve quality: ideas, organization, word choice, fluency, voice
 - Editing for mechanics
 - Using the writing process to prepare a variety of texts, including both oral (i.e. presentations and speeches) and written texts (e.g. persuasive letters, essays, etc.)
2. Examining how culture and experience shape teachers’ understanding of their students (6 hrs)
 - Inference vs. observation
 - Subjective vs. Objective interpretations
 - Culture and experience as lenses for understanding experience and shaping learning
 - Culture as a lens for (mis) understanding children’s behavior/appearance
3. Understanding linguistic and cultural diversity (9 hrs)
 - Understanding how language intertwines with identity
 - Stereotypes about various linguistic patterns/dialects (southern, A A VE, TV News casters, etc.)
 - Access to “standard” English concurrent with valuing linguistic diversity
 - Discourse communities
 - Effectiveness of various forms of English for communicating with others, including public speaking
 - Teaching speakers of “non-standard” dialects and ESL learners
4. Understanding economically, racially, and culturally diverse students (12 hrs)
 - The achievement gap and other relevant stats about poor, minority, etc. children
 - Cultural knowledge
 - Knowing and understanding children as individuals, members of families, members of cultures
 - Valuing the strengths of families and students
 - Challenging our own and other’s stereotypes
 - Anti-racist teaching
 - Religious practices and “constitutionality” of various educational practices
5. Understanding discourses of power (6 hrs)
 - Participating as a citizen
 - Understanding the audience, crafting language to suit the audience
 - The persuasive letter
 - Evaluating perspective in various texts (media, internet, textbooks, etc.)
6. Using technology to communicate learning about diversity (3 hours)
 - I-movie and multimedia presentations

Text(s)/Course Materials

Becky A. Bailey (2015). *Conscious Discipline* (15th ed.). Oviedo, FL: Loving Guidance, Inc.
ISBN 9781889609515

All projects must be word processed; therefore, candidates must procure a computer to use for this class.

Description of Instruction

Lecture, blended and hybrid (Face to Face, Live, & Asynchronous). A variety of methods of instruction will be employed. Specific instructional methods will include interactive lecture, readings, videotapes, web sources/links/webquest investigations, independent research inquiry, small group discussion, artist roster presentations, and arts workshop.

This is a blended course, which means that there is an opportunity to attend face to face meetings via Cisco Webex (participating “live”). You also can participate in this class asynchronously (via watching the video and completing additional assignments) In the last 2 cases, you are required to notify the instructor via email no later than 2 hours before class (unless you have indicated to me that you will participate asynchronously or live 100% of the time at the very beginning of the course).

If you choose to participate in class activities “live” via Webex, it is your responsibility to ensure that you are proficient at using Webex for “live participation” in blended courses. Also, you will be required to use a working video camera and microphone. If you choose to participate in class activities via Webex (as explained above), you must ensure that you have a stable Internet connection, a working video camera, and microphone. Technical difficulties will NOT be considered an excused absence from class or an excuse for not participating in class activities and will result in loss of points for activities during that particular class meeting or the student will be required to switch to asynchronous/face to face mode of participation until the equipment functions properly.

If you choose to participate in class activities “live” via Webex, you are expected to answer all questions posed by the instructor and other students and participate in all activities, volunteer to answer questions, participate in discussions, and demonstrate your knowledge of the course material in order to earn the points for the in-class activities.

No special treatment will be given to the students participating face to face, via Webex, or via watching the video. None of the three modes of participation excuses you from completing homework and submitting it by the due date and time as instructed. Additionally, if you do not have access to high-speed Internet or the equipment necessary to participate in this course via Webex, or if the equipment is not functioning properly, you are required to come to campus on the days when this class meets face-to-face or watch the recording and complete the assignments for asynchronous (via watching the video) participants.

Brief summary of participation options

1. *Face to face*: on days when we are scheduled to meet face to face, you come to campus
2. *Live*: on days when we are scheduled to meet face to face, you log-in into Webex at the beginning of class and participate in class activities using a computer with a camera and microphone.
3. *Asynchronously/via video*: on days when we are scheduled to meet face to face, you do NOT participate in classroom activities; however, you complete all homework by the due dates and submit additional work assigned by the instructor to demonstrate the mastery of the course content and watch the course video.

Hybrid Course

- 1) Some meetings are face to face/live
- 2) Some meetings are asynchronous for everyone (independent work that needs to be completed by the due date(s) assigned)

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Throughout this course, you will be exposed to various forms of technology (both hardware and software). It is also expected that you will use various technology tools throughout the course. As future teachers, it is important that you are able to leverage technology tools to support your efficiency as a teacher, and to support student learning.

Some skills will be taught in class; however, if your technology skills are weak you may need to seek additional help in office hours or in the Instructional Media Center in the Library (<http://library.msstate.edu/imc>). The media center also offers classes. I highly recommend attending trainings to improve your skills (i.e., PowerPoint: Effective Presentations, PowerPoint: Just for Fun! Games and quizzes, Publisher: Creating a Newsletter, Google Reader: Bringing the Web to You, Cloud Computing, etc.).

In order to participate in this course, you must be proficient at using Canvas, Arc, WebEx, Camtasia/Windows Movie Maker, and others.

Diversity

Diversity is an essential element of this course and will be addressed in all content.

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved, and to that end all students in this course are encouraged to engage with one another in productive scholarship. Most topics will include discussions of diversity. Students will be expected to complete all assignments with issues of diversity in mind.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is

located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335.
<http://www.sss.msstate.edu>.

Field Component

There is no field component for this course.

Evaluation of Student Progress

As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments as seen fit by the instructor.

This course uses a grading scale of 1000 points. The points needed for each letter grade are detailed below. All students enrolled in this course should have a strong academic background. Grades will be determined based primarily on individual rubrics and criteria for each assignment.

Course Assignments/Activities

Name of the Project	Points possible
1) <u>Lesson on an aspect of Diversity</u>	150
2) Entries in Reflective Journal	108
3) <u>Group Assignment Making a Film "Teaching kids about..."</u>	70
4) <u>Interview of a practicing teacher</u>	50
6) Chapter Quizzes	11
7) <u>Final Paper</u>	120
8) Final test	11
10) Homework and In-class activities	355
11) <u>Russian Pen Pal Project: letters</u>	50
12) <u>Russian Pen Pal Project: power points</u>	25
13) <u>Russian Pen Pal Project: activity for the pen pal</u>	50
Total	1000

Student Activities

1. Each student will be required to keep a journal in which he or she will record his or her reflections on readings and topics discussed in the classroom. All objectives will be covered in this assignment. (Obj. 1, 2, 3, 4, 5, 6, 7) ^[L]_[SEP]
2. Each student will be required to take regular quizzes, a mid-term examination, and a final examination. Midterm Examination includes a draft of a portion of the final essay. Final Examination includes a quiz that covers the entire content of this course and a final essay that also covers the entire content of the course. All objectives will be covered in these assignments. (Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9)
3. Each student will be required to complete:
 - "A Lesson on an Aspect of Diversity" project (group project). The students will research a diversity-related topic, create a lesson plan that includes instruction and assessment parts, and conduct the lesson in class.
 - Making a Film "Teaching kids about..." project involves using technology to create an age-

appropriate educational video for the future middle/elementary students that will teach them about one of the diversity-related topics.

- Interview of a practicing teacher project involves interviewing a practicing schoolteacher about his/her experience of working with diverse students, analyzing and reflecting on the interview and writing an essay based on the answers received.
- A problem-based learning project combined with a technology diversity project (Russian Pen Pal project) that includes a description of a child in relation to linguistic diversity. Exchanging letters with a pen pal (a school student from Russia) and analyzing these letters with regard to linguistic needs of the pen pal. Based on the analysis, each student will create a technology-integrated asynchronous activity to improve the pen pal's English language proficiency. This project also focuses on cultural competency and intercultural communication. The participants will learn about Russian culture and teach the pen pals about American culture through letter exchange and an exchange of power point/prezi presentations devoted to culture.

All objectives are covered in these assignments. (Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9)

4. Each student will be required to write essays and discussion posts on the topics of critical literacy, religion, linguistic diversity, cultural diversity, racial diversity, and responsible citizenship. All objectives are covered in these assignments. (Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

Grading Scale

A: 90 -100 %

B: 80 – 89 %

C: 70 – 79 %

D: 60 – 69 %

Below 60% - F

Absence Policy

Late arrivers disrupt the learning of everyone. Please be considerate of others. If you are late to class three times without a valid reason, you will receive the notation of one absence. Repeated tardiness (more than 3) will necessitate one or all of the following depending on the situation: reduction of your grade, lock-outs, or withdrawal from class. Missing more than 15 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late, leaving early, or stepping out in the middle).

It is your responsibility to turn in documentation for any excused absence/late submission that fall under MSU policy (e.g. hospitalization) when you come to class. I will not ask for it. However, I will need to keep the documentation for my records, so bring a copy that I can keep or use email (you will need to scan and email the documentation). NOTE: Doctor's notes will be accepted to excuse absences/late submissions; however, dates must match dates absent from class.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail totitleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 601-934-0863, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

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