

**222EDC 210**  
**Diversity in Education**  
**Spring 2004**  
**Tuesday – 1:30PM-3:00PM**  
**Sverdrup Classroom #1**

**Instructor:** Joy Bartlett

**Office:** SVE 2

**Communications:** 612-330-1759(Office); 952-920-6963 (Home);612-330-1339 (fax)

**Email:** [bartletj@augsborg.edu](mailto:bartletj@augsborg.edu)

**Course Web Site:** <http://www.blackboard.augsburg.edu>

**Office Hours:** Mondays 10:00am-12:00pm and Thursdays 2:00pm-3:00pm  
Weekend College Saturdays – 12:00 pm-1:00 pm

**Course Number and Title:** EDC 210A: Diversity in Education

**Credit:** .5

**Course Prerequisite:** College admit

**Course Description:**

*Emphasis on the study of values, of communication techniques, and of the major minority groups in Minnesota for the development of interpersonal relations skills applicable to teaching and other professional vocations.*

This course will explore the major concepts and issues in multicultural education. We will examine the ways in which variables such as race, class, gender, and exceptionality impact our schools and communities, as well as ourselves personally. We will investigate the nature of culture and groups in the United States as to how they interact and influence student behavior.

**Education Department Mission Statement:** The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well being by being knowledgeable in content, being competent in pedagogy, being ethical in practice, building relationships, embracing diversity, reflecting critically, and collaborating effectively.

**Mission Themes (MT) assessed in this course:**

This course will include the following themes, upon which students will be assessed:

- Embracing diversity
- Reflecting critically

**Applicable Standards of Effective Practice (MSEP's):**

- **Standard 3 - Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- **Standard 5 – Learning Environments:** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 6 – Communication:** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard 9 – Reflection and Professional Development:** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- **Standard 10 – Collaboration, Ethics, and Relationships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

**Course Objectives: Students in this course will:**

- examine personal belief systems and values as they relate to human diversity, change and student learning. 3.E, P; 9B; 10B
- become familiar with significant language, social equity issues and the influence of culture. 3.E, F, J, P
- gain an understanding of how to recognize and deal with biases, discrimination and prejudices and institutional and personal ‘isms’. 3.D
- develop an understanding of how to construct a classroom environment, which represents and accommodates for the needs of all students. 3.H; 5.C, P; 6B
- recognize ways in which teachers can be effective in creating social and institutional change. 3.Q; 10.B
- understand the complexity of sensitive communication. 6.B, C, G.
- demonstrate the use of educational media technology, including audiovisual aids and computers, to broaden student knowledge and to enrich learning opportunities. (Standards 4.L&6.K)
- Demonstrate the use of presentation software to present information. (6.D)

**Technology Requirements:**

DAY students in this course will be required to develop a video presentation around the topic of “isms”. Students will use iMovie or a similar digital video program to develop this assignment.

**Field Experience Requirement:**

There is no field experience requirement for this course. (Some classroom observation will be suggested as an enhancement to assignments)

**Required Textbooks:**

Nieto, Sonia. Affirming Diversity: The Sociopolitical Context of Multicultural Education, 4<sup>th</sup> edition. Pearson Education, Inc. A&B. New York, 2004

Fadiman, Anne: The Spirit Catches You and You Fall Down. The Noonday Press. New York.1997.

(Wait until after first class to purchase.)

**Assessment Summary:**

Assessment Tool	Points	Activities or Documents	Standards met through assignment/Mission Theme
Class attendance and participation	5 pts.	Group discussions, simulations, role playing and other activities	3.D, E, F, H J,P, Q; 5.C,P; 6.B,C,G:9.B;10B <b>MT: RC</b>
Newspaper Current Event	5 pts.	Feedback and discussion on “ism” presented in article	3.D,E,P,Q; 5.P; 6.B,C,G; 9.B <b>MT: RC</b>
Journal	40	Structured journal topics	3.D,E,P,Q; 5.P; 6.B,C,G; 9.B <b>MT: RC &amp; ED</b>
Book Critique	25	Personal reflection in book critique and questions	3.D,F,P; 9.B; 10.B <b>MT: RC &amp; ED</b>
“ISM” Video Presentation	25	Research on ‘isms’, presented in digital video medium.	3.D,E,H,J,P; 5.C; 6.B,C,G; 10.B 4.L&6.K <b>MT: ED &amp; RC</b>

## Assignment/Assessment Descriptions and Grading:

(Word processing required unless otherwise indicated.)

1. **Attendance/participation:** Because of the interactive and reflective nature of the course, attendance is mandatory. Please be at each class on time and for the full class period. If you must miss a class period for an emergency, you must contact the instructor to discuss the missed class. Attendance and participation in discussions determine 5 points of your grade. {**Mission Theme:** Reflecting Critically and Embracing Diversity}
2. **Newspaper Current Event:** It is essential to become more aware of the ‘isms’ and bias issues in the media, if we re to become reflective educators. Students will bring in a newspaper or printed article pertaining to an ‘ism’ or human relations issue. The student will summarize the article and then lead a class discussion after posing a question pertaining to the issue. The student will bring copies of the article for peers in the class. 9 points {**Mission Theme:** Reflecting Critically}
3. **Book: The Spirit Catches You and You Fall Down, by Anne Fadiman.** Write a two page minimum typed critique. What are the lessons and insights you gained from the book that relate to classroom teaching? What is your overall reaction to the book? Further questions will be given in class. The critiques will be shared during a class period with group discussion. 25 points {**Mission Theme:** Reflecting Critically}
3. **Class Journal/Personal Reflection:** Reflections on experiences and reading are essential to learning. You will be asked to respond four times during the term to questions that relate to the subjects being discussed in class. These reflections are a means of self-examination both personally and professionally. You should be honest and thoughtful in your reflections. Structured questions will be presented in class to stimulate your reflection. Please date your responses. Points are not determined by correctness of your response, but rather on your ability to honestly question yourself, and the depth of your reflection. Also, as you address each of the questions, include a section highlighting significant points from any assigned readings from our class assignments. This referencing might be your reaction to a specific point in the reading, or something from class that made you would reflect on the subject as a future teacher. This part of the assignment will account for 2 out of the 5 points for each paper. (5 points for each reflection. Total 40 points) {**Mission Theme:** Embracing Diversity/ Reflecting Critically}

**4, Small Group Presentation of a Video Documentary:** This class incorporates an understanding of numerous “isms”. As we delve deeply into these social problems, students will work in teams of no more than 4 students to produce brief (3-8 minute) video documentaries illustrating an”-ism” (racism, sexism, ageism, etc.). These videos will be planned, taped, and edited during the course and screened at the end of the course. They will be evaluated on content (what is portrayed and to what degree the content displays understanding of course theories/insights) and on form (technical skill with video and audio equipment.) Please refer to the web page “Planning Makes Perfect: How to Plan Your –ISM(N.) Video” for more information on how to make your video and how the video will be evaluated. Evidence of project pre-planning, including the development of a storyboard for your video, are required for a project grade above 20 points. An example storyboard is shown on the “Planning Makes Perfect” web page. The storyboard is due **at least two weeks before the final project is due.** 25 points {**Mission Theme:** Embracing Diversity}

**Grading Procedure:** You are taking this course because you want to be engaged in learning and teaching. Hopefully, we will develop a “community of learners” consisting of active, committed , inquisitive people. A point value will be assigned to all assignments and attendance to assist you in tracking your progress. Keep in mind that, while some of the assignments are not due until the end of the course (e.g., the ‘ism (N.) video), you may wish to begin them now to avoid a rush of work at the end of the term.

Your grade will be determined on a percentage of possible points. Those students who earn 95 or more points will receive a 4.0 for the course. Similarly: 90-94 = 3.5, 85-89 = 3.0, 80-84 = 2.5, 75-79 = 2.0, 70-74 = 1.5, 65-69 = 1.0, 60-64 = 0.5, Below 60= 0.0

We will jointly develop rubrics for major assignments to be used for assessment. You will also self evaluate

## Supplementary Readings for Diversity in the Schools

Articles and web sites can assist learners in obtaining background information and/or additional insights into the issues with which we are working in this course. Some will be on reserve in the Augsburg College Library or found on the WWW. A list of readings will be distributed via our EDC210 website at [www.blackboard.augsburg.edu](http://www.blackboard.augsburg.edu)

### Bibliography:

Fadiman, Anne	<i>The Spirit Catches You and You Fall Down</i>
Kohl, Herbert	<i>I Won't Learn From You</i>
Kozol, Jonathan	<i>Amazing Grace</i>
Kozol, Jonathan	<i>Savage Inequalities</i>
Landsman,	<i>A White Teacher Talks About Race</i>
Paley, Vivian	<i>White Teacher</i>
Palmer, Parker	<i>The Courage to Teach</i>
Payne, Ruby	<i>A Framework for Understanding Poverty</i>

### Policies:

**Attendance:** Attendance is expected at all class sessions. Unavoidable absences (illness and family emergency) can be made up with the consent of the instructor. Students must devise a plan for a comparable experience to the one missed, subject to approval by the instructor, and submit documentation of completion. Avoidable absences cannot be made up and will not receive attendance points which will impact the final course grade.

**Academic Honesty:** The Augsburg honesty policy applies to this course. Special attention should be paid to the section on plagiarism when working on the book report.

**Special Needs:** Students with diagnosed learning disabilities or physical handicaps may have legal rights to course modifications. Let me know so that I can assist you with your course progress. All students have the right to use the College Counseling and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab program.

### Technology Expectations

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make an active use of online course resources (e.g., Blackboard).
- Access and use online file space (e.g., BugNet/Netware space).
- Use word processing for assignments. They should be done in Microsoft Word and Spell Check should be run.
- Have the ability to access and navigate the Internet.

Students who do not possess these skills should contact personnel in the student-computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Blackboard and AugNet in college orientation programs and/ or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

## Tentative Course Schedule

(Any necessary changes will be indicated on our website for this course)

Date	Class Focus	Assignments
January 13 <sup>th</sup>	<p><b>FOCUS:</b> Course introduction &amp; overview.</p> <p>Multicultural Education: What is it and, as educators, what are our goals?</p> <p>Who is diverse in today's classroom?</p>	<p><b>Read</b> text prior to first class session: Nieto, Sonia. <u>Affirming Diversity</u> Chapter 1: pages 1-22 Chapter 2: pages 23-34</p> <p><b>Assignments:</b> <i>#1 Journal</i> : <i>Reflect upon your own experiences in your K-12 school years, as they relate to multicultural education. Include thoughts, as appropriate, from specific points from your reading of Chapters 1 and 2.</i> <b>Due:</b> Next REGULAR class session (<b>January 27<sup>th</sup></b>) *1<sup>st</sup> current event presenters (Sign for dates) <b>Read for next class session (January 27<sup>th</sup>):</b> Nieto, Sonia. <u>Affirming Diversity</u> Chapter 3: Pages 35 - 87</p>
<p><b>Note change in class session:</b></p> <p><b>MONDAY:</b> January 19<sup>th</sup></p>	<p>Class will attend Dr. Martin Luther King, Jr Program in recognition of the Dr. Martin Luther King Holiday.</p>	<p><b>11:30 AM-12:30 PM: Luncheon in Christensen East Commons</b> <b>1:00 PM: Dr. Martin Luther King program will be held in Foss Hoversteen Chapel – Speaker will be Vann Owen-Hayes, Director of Civil Rights</b></p>
January 27 <sup>th</sup>	<p><b>FOCUS:</b> Racism, Discrimination, and Expectations for Student Achievement.</p> <p>The importance of culture and individual differences.</p> <p>1<sup>st</sup> two current event presentations</p>	<p><b>DUE TODAY:</b> #1 journal – <i>Your reflections about your experiences in your K-12 school years.</i> 1<sup>st</sup> Current event presentation</p> <p><b>Assignments:</b> <b>Read for next week:</b> Nieto text: Chapter 6 pages 207-231</p> <p><b>Assignment for ‘Ism (N.)’ Video will be presented and discussed:</b> Assignment, with assessment details, will be posted on our website: <a href="http://www.blackboard.augsburg.edu">www.blackboard.augsburg.edu</a>. Before next session, students should form groups of four to work cooperatively on this project. <b>DUE date:</b> Next week, students will sign for due dates selected from scheduled presentation dates. <b>Presentations will begin on Tuesday, March 23rd.</b></p>
February 3 <sup>rd</sup>	<p><b>FOCUS:</b> Language Diversity in the Classroom- Overview and History</p> <p>Research on best practices in teaching ELL student</p>	<p><b>DUE today:</b> Names of students in your “ISM’S” project group. Sign up today for “ism” video presentation date.</p> <p><b>Assignment:</b> <b>Read for next week:</b> Nieto text: Chapter 6 pages 232-249 - Case Studies</p>
February 10 <sup>th</sup>	<p>Continued: Language Diversity – Case studies</p> <p>Video: <i>English Language Learners in the Classroom</i></p>	<p><b>Assignment:</b> <b>#2 Journal:</b> Considering your reading of our Nieto text, our class discussion, and your own previous experiences with the efficacy of bilingual instruction, <i>reflect upon how you perceive your own understanding of and accommodation of the limited English proficiency of your future students. Indicate</i></p>

		<i>and speak to the grade level at which you would ideally be teaching.</i>
<b>February 17th</b>	<p><b>FOCUS:</b>  *Exceptionality in the classroom:  physical  academic</p> <p>*Gender and financial equity</p> <p>*Expectations for student achievement within the diverse classroom</p>	<p><b>DUE:</b> #2 Journal</p> <p><b>Assignment:</b>  Read text: Chapter 7 pages 254-275</p>
<b>February 24<sup>th</sup></b>	<p><b>FOCUS:</b>  Facts and misconceptions about racial diversity</p> <p><b>Video:</b> <i>The Road to Brown</i>  (A study guide for viewing will be used for discussion following the video)</p>	
<b>March 2nd</b>	<p><b>FOCUS:</b>  Continue <i>The Road to Brown</i> video followed by classroom discussion using the video viewing guide</p>	<p><b>Assignment:</b>  Read text: Case Studies-pages 276-303  Journal #3: Consider <i>The Road to Brown</i>, Nieto reading and our classroom discussions to reflect and speak to “<i>What you should expect of your future students in the way of academic achievement? How could preconceived ideas in the area of diversity influence these expectations?</i>”</p> <p><b>Assignment:</b>  Read text: Chapter 11, pages 395-420</p>
<p><b>March 9<sup>th</sup></b></p> <p>(SPRING BREAK:  March 15th-19th)</p>	<p><b>Presentation of 1<sup>st</sup> ‘ISM’(N.) video</b> by Cassie Hoss, Shelley Harris, Jess Bowman and Rachel Arbogast</p> <p><b>FOCUS:</b>  The importance of the multicultural classroom setting.</p> <p>Curriculum materials reflecting diversity.</p>	<p><b>DUE:</b> Journal #3 – What you should expect of your future students in the way of academic achievement. Refer to preconceived ideas in the area of diversity issues.</p> <p><b>Assignment:</b>  Read text: Chapter 10, pages 366-394  Learning Guide, complete pages 21 and 22 <i>Multicultural Education Curriculum</i></p> <p><b>Reminder:</b> Book critique <i>When the Spirit Catches You, You Fall Down</i> will be due Tuesday, April 6<sup>th</sup>. If you are not well into this reading, consider it for reading during spring break. It is a most interesting read.</p>

<p><b>March 23<sup>rd</sup></b></p>	<p><b>Presentation of 2<sup>nd</sup> 'ISM'(N.) video</b> by Andrew Spraez, Ben Hill, Isaac Schmidt and Matthew Wong</p> <p>Great multicultural literature resources for K-12 students. <i>What to look for in multicultural teaching materials</i></p>	<p><b>DUE:</b> Learning Guide, pages 21 and 22</p> <p><b>Assignment:</b> Visit Lindell Library, your neighborhood library, Barnes and Noble or any facility in which children's literature may be found. Be prepared to share various multicultural children's books that would be useful in today's classrooms. Explore grade level appropriate materials from K-12.</p>
<p><b>March 30th</b></p>	<p><b>Presentation of 3<sup>rd</sup> 'ISM'(N.) video</b> by Calla Lundquist, Nyla Anderson, Ashley Vossen and Darren Nelson</p> <p><b>FOCUS:</b> Sharing multicultural literature materials</p>	<p><b>DUE:</b> Be prepared to discuss, with bibliographical references to actual books (or actual copies of books) illustrating outstanding choices of multicultural literature for today's diverse classrooms.</p> <p><b>Assignment:</b> <b>Book critique:</b> Questions and assessment rubric will be posted on the website: <a href="http://www.blackboard.augsburg.edu">www.blackboard.augsburg.edu</a> <b>Due:</b> at beginning of next class session. <b>Be prepared to join in the discussion during the next class session.</b></p>
<p><b>April 6<sup>th</sup></b></p>	<p><b>Presentation of 4<sup>th</sup> 'ISM'(N.) video</b> by Andrew Neumann, Doug Watts, Rich Taylor, Justin Strunk and Brad Tupa</p> <p><b>Book critique: <u>The Spirit Catches You And You Fall Down.</u></b></p> <p><b>Be prepared to contribute to the in today's class discussion.</b></p>	<p><b>DUE:</b> Book Critique</p> <p><b>Assignment:</b> Read text: family –pages 3, 76,62-65, 377-78, 324-8,372-74, 132-33,184-86</p>
<p><b>April 13th</b></p>	<p><b>Presentation of 5<sup>th</sup> 'ISM'(N.) video</b> by Shelley McKusky, Troy Deden, Dawson Goddard, Pa Her and Rachel Engstrom</p> <p><b>FOCUS:</b> The importance of family involvement in the diverse classroom.</p>	<p><b>Assignment:</b> FINAL Journal #4: Reflect upon all we have covered in this diversity course. Where were you in relation to diversity and multicultural education on January 13th? Where are you now, in April? Please feel free to be honest and forthright as you speak, in perhaps a timeline form of writing, to your knowledge, skills and dispositions as they relate to diversity in the classroom. Your feelings will not contribute to the assessment of this assignment.</p>
<p><b>April 20<sup>th</sup></b></p>	<p>Knowledge, skills and dispositions relating to diversity in the classroom. Where are we now?</p>	<p><b>DUE:</b> FINAL Journal #4: Where are you now in your feelings towards <i>diversity in the schools</i>?</p>

<b>April 27th</b>	<b>Check Final Exam Schedule for time of this class session.</b>	
-------------------	--	--