EDC 210
Diversity in the Schools

Augsburg College Education Department Mission Statement
The mission of the Augsburg Education Department is to develop knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership.

Credits: 2

Course Objectives and Orientation
This course will survey the major social and psychological processes involved in diversity, human relations, and how these processes impact teaching, learning, intercultural communication and other human interactions. The course will cover the major diversity theories as well as use an experiential model for making the theoretical knowledge relevant in the individual teacher's life.

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<thead>
<tr>
<th>Knowledge of:</th>
<th>Skills in:</th>
<th>Professional attitudes related to:</th>
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<tbody>
<tr>
<td>human relations and diversity theory</td>
<td>producing instructional materials</td>
<td>appreciating diverse learning styles</td>
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<tr>
<td>history and impact of diversity</td>
<td>utilizing instructional media materials</td>
<td>developing a belief that all students can learn</td>
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<td>media impact on stereotypes</td>
<td>teaching more effectively in diverse settings</td>
<td>developing a foundation for research-based practice</td>
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<td>conflict and conflict resolution</td>
<td>managing conflict</td>
<td>awareness of one's biases and prejudices</td>
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<td>change agent theory</td>
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Global Outcomes
- Able to describe their own culture with greater knowledge and awareness
- Provide examples of specific cultural beliefs, values or behaviors of others that are similar or different to their own.
- Identify and issue, generate questions and explain its significance from multiple perspectives
- Recognize and express how diverse audiences perceive meaning and how that affects communication

Instructional Methods Will Include:
Discussion, writing, cooperative activities, media showings, video documentary work, guest speakers and experiential learning opportunities in Cuernavaca, Mexico schools. Each activity is planned with an appreciation for diverse learning styles based on temperament, gender, and cultural/ethnic differences.
Required Reading
Select chapters from:

- Wikipedia: “An Introduction to Post-Colonialism, Post-colonial Theory and Post-colonial Literature”

- Each student will choose one of the following books to lead a discussion with the class:
  - Or a book of your choice pertinent with the topic

- On line course documents describing the Learning Analysis Journals, ISM (N.) Video Project and Learning Log as well as any other course assignments are also required reading. These assignments will be graded based on the standards and formats described in these documents.

- Additional readings may be required. Resources will be available in Lindell Library, in CLICnet, or through interlibrary loan ordering.

Attendance Policy
Many of the class activities and films cannot be made up, therefore regular class attendance is expected. You may be absent from only one class period without penalty. For each class period missed beyond that 0.5 will be subtracted from your course grade. If you must miss a class meeting, please speak with the instructor ahead of time. Students may, with the permission of the instructor, make-up unavoidable absences (e.g., illness or family emergency) by engaging in equivalent learning activities which they must document for the instructor. Other avoidable absences may not be made-up.

Grading Procedure
Student performance will be evaluated on a 4.0-0.0 scale. Self-evaluation and instructor evaluation will be used to document progress towards course outcomes.

There are a total of 100 points available in this course. Your grade in this course is composed of several elements:

1. **Book Review (of choices from above or a book of your own choice related to the course topic):** Each student will choose one of the optional books (listed above) and prepare written answers to the questions posted to this web site. On the date your book is due, you should come to class with 4 critical questions to lead a discussion with others in the class. Your questions and the answers to these questions should be written in such a way as to highlight your careful understanding, reflection, in-depth analysis, and evaluation of the concepts discussed in the text, not simply copying what the author says and repeating the ideas in the book. **You may earn up to 20 points for answering the questions and participating in the in-class book review/discussion.**
2. **Learning Analysis Journals**: Students will reflect on what they learn and how they feel in a written document called the Learning Analysis Journal. One's entries in the journal must be typed and display college-level writing skills to be acceptable. These journals are not only personal reflections, but also should reflect **careful scholarly reflection** on the important ideas and controversies discussed in this course. Example journals will be provided on request. **The journal will be assessed every other week during the term and may be worth up to 35 points.**

3. **-ISM (N.) Project**: Excellent videos may be worth up to **30 points**. Teams of 2 students will produce an -ISM (N.) project. Group project works at several different levels: at the overt level, you and your partner create a representation about an "-ism," but at a deeper level, the group itself is a learning tool. By struggling with the intentionally vague demands of the task (no one forced you to decide on what topic you focused, who was in the group, who did what task, etc.) you should uncover knowledge about how groups work and what group skills you possess. You are living diversity, not just reading about it!

The ISM (N.) Project (racism, sexism, ageism, classism, etc.) reflects a well-researched approach to **how you will discuss and/or solve this issue in your classrooms.**

Your project will be assessed both on content (what is portrayed and to what degree the content displays a complex understanding of course theories/insights) and on form (how you were able to communicate your message in a creative representation to the larger audience). You and your partner have several options:

- A 5-8 minute video documentaries illustrating an "-ism" and a handout on resources for the classroom teacher.
  
  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 video itself is due.** A sample video may be viewed here. (Download a copy of the scoring rubric here--->-ISM Video Scoring Rubric).

- **Poster Presentation**: (8-10 min) on assigned day. Poster gives contextual visual information for the viewer that is highlighted in the presentation and includes a handout on resources for the classroom teacher.

- Other creative representation: a song, artwork, dance, etc., that illustrates the ISM with an “artist” statement and a list of resources for a classroom teacher.

4. **Class Participation**: **(15 points)** Quality class participation is crucial to the success of this course. If you are sensitive, earnest, enthusiastic and informed during in-class and online discussions, you will contribute to a productive learning community. Attendance and promptness counts—one must be **in class and on time** in order to participate! You may be absent from only one class period without penalty. **For each class period missed beyond that, 0.5 will be subtracted from your course grade.** If you must miss a class meeting, please speak with the instructor ahead of time.

**Professional behavior is expected from participants in this course.** Students are accountable for all instructions posted to this web site and should familiarize themselves with all expectations and deadlines outlined here. Direct any inquiries to the course instructor. Also, students should dress professionally (no caps, pajamas, or athletic uniforms in class please!) and be sure to de-activate wireless communications devices prior to the beginning of class.
Minnesota Standards of Effective Practice for Teachers Addressed in EDC 210

**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. The teacher must:

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society; and

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

J. know about community and cultural norms;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and

Q. develop a learning community in which individual differences are respected.

**Standard 4: Instructional Strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

D. enhance learning through the use of a wide variety of materials and human and technological resources; and

L. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.

**Standard 5: Learning Environment.** 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. The teacher must:

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations; and

P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.

**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. The teacher must:

B. understand how cultural and gender differences can affect communication in the classroom;

C. understand the importance of nonverbal as well as verbal communication;

D. know effective verbal, nonverbal, and media communication techniques;

G. foster sensitive communication by and among all students in the class; and

K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.

**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. The teacher must:

B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
Course Learning Activities and Assessments Which Address the Standards:
1. Book review and presentation: Standards 3, 5, 6, and 10
2. Learning Analysis Journals: Standards 3, 5, 6, and 10
3. ISM (N.) Project: Standards 3, 4, 5, 6, and 10

Additional Comments

Honesty Policy: Augsburg College has adopted an Academic Honesty Policy, which is printed in the CGE Program Manual. You are expected to read the Honesty Policy and abide by it.

Student Rights and Responsibilities: Students with formally diagnosed learning or physical differences have legal rights to course modifications. If you qualify, please identify yourself to the instructors so that we may assist you with your course progress.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the CLASS Office at 612-330-1053 or stop by the Gage Center welcome desk on the link level of the Lindell Library as soon as possible to better ensure that such accommodations are implemented in a timely manner. All students have the right to use the Augsburg College Counseling Center and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab. This class affirms individuals of all gender identities and gender expressions. Students are expected to show respect to others, including referring to others using their preferred names and pronouns.

Late Work Policy:
Course assignments must be handed-in on time. On time means the assignment is handed-in (i.e., shared digitally) by the beginning of the class meeting indicated on the course calendar—not later that day. Late assignments cannot be re-done. Habitual late work will impact your class participation (see above).

Late Assignments: All assignments that are submitted within 24 hours after the due date will be graded down a ½ letter grade, (From a 4.0 to 3.5 or 3.5 to 3.0, etc.). Assignments submitted more than 24 hours late will be graded down an entire letter grade, or 10%. (From a 4.0 to 3.0, etc.). If you think you might need an extension due to illness or an emergency please contact me.

Academic Alerts
Augsburg College makes student success a priority. As a result, this course is participating in the Academic Alert initiative. As the instructor of this course, I may choose to refer you to your faculty adviser or other campus resources via the Academic Alert process if it is apparent that you are struggling with issues such as attendance, class participation/preparedness, and/or assignment/test preparation.

Academic Alert messages are sent via e-mail to your Augsburg e-mail address. Additionally, alert messages are copied to your faculty adviser and other campus resources. Your adviser may choose to contact you to discuss ways to improve your performance in these areas. You may also be contacted by campus resources regarding your situation. Referrals and departmental outreach are designed to maximize your chances of academic success at Augsburg, not as a punishment.
### Grading Policy and Criteria

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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<tr>
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<td>2.33</td>
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<tr>
<td>C</td>
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<tr>
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<tr>
<td>F</td>
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