EDUC 501 TEACHING DIVERSE POPULATIONS
SPRING 2016 SYLLABUS
January 20th - April 27th, 2016

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UNIVERSITY OF MASSACHUSETTS LOWELL
GRADUATE SCHOOL OF EDUCATION

The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE’s commitment to “Education for Transformation” produces graduates who:

• demonstrate excellent knowledge, judgment and skills in their professional fields;
• promote equity of educational opportunity for all learners;
• collaborate with other educators, parents and community representatives to support educational excellence;
• use inquiry and research to address educational challenges

The fundamental tenets of the School are excellence, equity, collaboration and inquiry. As students of the Graduate School of Education, you are expected to embody these tenets into the quality of your work, demeanor, and disposition.

COURSE DESCRIPTION & PURPOSE
The purpose of Teaching Diverse Populations is to expose educators to the variety of issues associated with teaching a diverse student population in middle and high schools. Through critical examinations of race, ethnicity, class, gender, ability and sexual orientation, educators will begin to grapple with the complexities that students bring into the classroom. This course will highlight strategies to foster academic success for students placed at risk in schools.

Teaching Diverse Populations is guided by four essential questions:

1. What does diversity mean?
2. What are our assumptions, biases, and prejudices that may contribute to educational inequity for the students we teach?
3. What responsibility do educators have in ensuring that all students succeed?
4. What are essential skills or strategies necessary to foster academic success for students placed at risk?

The course will utilize service learning, group discussions, multi-media presentations, guest speakers, videos and reflection as mechanisms for helping educators integrate theory with practice.
COURSE OBJECTIVES:

As students in this course, you will be expected to:

• Explore and analyze current theories and practices of educating children at risk of educational failure.
• Examine and challenge your assumptions about diverse groups (including groups you belong to).
• Increase your awareness of diversity, strengths and contributions of diverse populations, and the importance of multiple perspectives through participation in a service learning project.
• Demonstrate knowledge about dominated groups, their histories, and the influence of historical factors on their current status.
• Define major challenges faced by oppressed groups and critique current educational programs or strategies to effectively address them.
• Conduct research and design lesson plans to address a particular challenge in educating children at risk of educational failure.

COURSE REQUIREMENTS

Students will meet the course objectives through class participation, reflective blogging, field experiences, and research. You will be graded as follows:

• Class Participation 15%
• Quizzes 5%
• Blackboard Reflective Blogs 20%
• Field Experiences 20% (10% each)
• Service Learning Hours 20% (6 hours)
• Community Study Paper & Presentation 20%

COURSE WORK MINIMUM REQUIREMENT

Students enrolled in a three credit course are expected to not only fully participate in scheduled classroom, online and/or field work instruction, but also to complete a minimum of six hours out of class work each week throughout the semester. Courses which are "accelerated" including summer courses, have increased weekly classroom, online and/or field work time and the expectation for increased weekly out of class work.

For your information the GRADUATE SCHOOL POLICIES can be found at: http://www.uml.edu/grad/catalog/graduate_school_catalog2005WEB.htm#_GENERAL_REGULATIONS_1

Accommodations
This course adheres to the University's policy to provide reasonable accommodations for persons with disabilities and for religious reasons.
http://www.uml.edu/equal/Accommodations/accomodations.html

For specific information please see:
COURSE ALIGNMENT TO PROFESSIONAL STANDARDS for TEACHERS (PSTs)

The Board of Elementary and Secondary Education (BESE) and Department of Elementary and Secondary Education (ESE) have made educator effectiveness a priority in order to ensure all students are college and career ready and to close achievement gaps.

Our goal is to ensure that every GSE student is ready for the MA Educator Evaluation Framework, the Professional Standards for Teachers, and for the first year in the classroom. In order to do so, this class introduces students to the following:

**PST #2: Teaching All Student standard:** Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency

- **SEI Indicator (d)** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance.

Students will be introduced to this standard through modeling done by instructor in class and during class discussions throughout the semester.

**PST #3: Family and Community Engagement standard:** promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations

- **(a) Engagement Indicator:** Welcomes and encourages every family to become active participants in the classroom and school community

Students will be introduced to this standard through class discussions throughout the semester.

- **SEI Indicator (e)** Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

Students will be introduced to this standard through class discussion and through their final community study project that involve families.

**COURSE GRADING SYSTEM**

The overall grading system for the course is based on the system below. Please note that the UMass system uses the A+ to B system for graduate level work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>GSE point structure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ *</td>
<td>4.0</td>
<td>99-100</td>
<td>Work of the highest professional standard demonstrating independent and exemplary performance.</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>96-98</td>
<td>Excellent work demonstrating independent and high quality</td>
</tr>
</tbody>
</table>
**Performance Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.7, 91-95</td>
<td>Very good work, carefully executed, but requiring some areas of improvement.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3, 86-90</td>
<td>Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.</td>
</tr>
<tr>
<td>B</td>
<td>3.0, 80-85</td>
<td>Work of graduate standard, but omissions exist or careful analysis is not in evidence.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7, 76-79</td>
<td>Effort is evident, but work indicates lack of understanding of the demands of the task.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3, 70-75</td>
<td>Poor quality work with little attention to detail and the demands of the task.</td>
</tr>
<tr>
<td>C</td>
<td>2.0, 65-69</td>
<td>Work of very poor quality, indicating no understanding of the depth of analysis required.</td>
</tr>
<tr>
<td>F</td>
<td>Below 2.0</td>
<td>Serious neglect or evidence of cheating.</td>
</tr>
</tbody>
</table>

*An A+ signifies work that demonstrates the highest professional standards and exemplary performance. This definition of A+ work will be used when evaluating the assignments above.*

**PAPER REQUIREMENTS**

Paper assignments must be submitted on time. Paper assignments that are submitted late may lose up to one point per day. If there is an emergency and you must be late, please contact me in advance. With the exceptions of documented medical/family emergencies, no assignment will be accepted more than two weeks after the due date. Lastly, no assignment will be accepted after the final day of this course.

All assignments must follow APA format. Assignments that do not adhere to APA format will not be accepted and any revisions may be graded as late. All papers must be free of plagiarism. Assignments that contain forms of plagiarism will not be accepted and will be returned for revisions and may be graded as late. Please consult your APA manual when writing your assignments. For an online overview of APA guidelines, please visit [http://www.apastyle.org/apastyle-help-aspx](http://www.apastyle.org/apastyle-help-aspx).

Assignments must be submitted as a Microsoft Word document (file extension of either .doc or .docx). If you are using a word processing program other than Word (i.e., pages, Open Office, Google Docs, Works, etc.), you must save your document as a Word document (file extension of either .doc or .docx) before submitting it to the dropbox. Assignments that do not adhere to Word requirement will not be accepted and may be graded as late.

Assignments must be uploaded in the Assignment Dropbox as directed. Please follow the naming conventions which are listed with each assignment. Using standard naming conventions are very important in keeping the online course organized.
Academic Honesty:
All students are expected to follow University policies for Academic Honesty for all assignments including weekly postings to discussion boards.

These policies may be accessed at http://continuinged.uml.edu/policies/academicdishonesty.htm Any violation of the University's policies will result in consequences as outlined in University policy.

DEFINITIONS OF ACADEMIC DISHONESTY AND PROHIBITED ACADEMIC PRACTICE AND BEHAVIOR
The following definitions are provided for the information of all students and constitute official notice of prohibited academic practice and behavior.

Cheating is defined as:
1. Misrepresenting academic work which has been done by another as one's own effort whether such misrepresentation has been accomplished with or without the permission of the other individual;
2. Utilization of prohibited assistance (whether in the nature of a person or a resource) in the performance of assignments and examinations;
3. Copying of another person's work or the giving or receiving of information or answers by any means of communication during an examination;
4. Utilization of the services of a commercial term paper company;
5. The unauthorized or fraudulent acquisition and or use of another's academic property.

Plagiarism is defined as:
1. Direct quotation or word-for-word copying of all or part of the work of another without identification or acknowledgment of the quoted work;
2. Extensive use of acknowledged quotation from the work of others which is joined together by a few words or lines of one's own text;
3. An unacknowledged abbreviated restatement of someone else's analysis or conclusion, however skillfully paraphrased.

Non-Academic Misconduct
Improper conduct or behavior of graduate students is subject to the University of Massachusetts Lowell Student Conduct Code and Judicial Process. Copies of this document may be obtained from the Dean of Students Office, Cumnock Hall.

GRADING
What I expect from you:

1. All PARTS of assignments must be submitted in order to pass the course. Even if assignments are late, they must be submitted otherwise you will receive a grade F for the course. Final examination cannot be late – it will not be graded if it is not submitted on time and you will fail the course which is the same regulation that is used in the comprehensive examinations.

2. Incomplete grades will not be given except in the case of illness supported by a doctor’s note or other emergency supported by written evidence. If you are unable to keep up with
the work because of outside commitments you should consider withdrawing from the course by the specified WITHDRAW date.

3. If any assignment is late, there will be a 1 point reduction/day late (or part of day). Once an assignment is 10 days late, it will not be graded.

4. If you miss a class, you are still responsible for getting the paper assignments uploaded to the assignment dropbox in Blackboard on time. Missed class assignments, participation, and quizzes cannot be made up.

5. All of your submitted work should be typed and spell checked. APA 6th edition referencing style should be used.

What you can expect from me:

If I know that I can extend an assignment due date, I will ensure that all students are told, otherwise the dates and times on this syllabus stand.

Providing you with prompt feedback and fair grading is extremely important to me. Unless I am away and unable to access the course, I check my email at least once a day (Monday-Sunday) so normally you can expect to hear back from me within 24 hours except in unusual cases (power failure, traveling, etc.).

Grading is something that I take very seriously. Using the rubrics provided as a guide, I read through all submitted work for the top 50 APA issues before beginning to grade for content. I then reread for content and grade according to the assignment rubric. I will return all graded assignments with accompanying rubrics within approximately one week's time. If you submit your paper on time and you do not receive your graded paper within two weeks or have any question about graded work, please email me.

REQUIRED TEXTS

   
   **ISBN-10:** 013136734X
   **ISBN-13:** 978-0131367340
COURSE POLICIES

Attendance and Participation (15%)
Students are expected to attend ALL classes for the specified time and participate fully in all discussions and activities. The format of the course will be flexible, with a combination of small and large group discussions as well as activities, student demonstrations/presentations, and lecture. Active participation from all students is expected and is an important part of this course.

In the event that any student must miss a class or part of a class, s/he should notify the instructor in advance by email and make agreements for any missed work. Up to 5 points may be deducted from a student’s final course point total for poor attendance, tardiness, or any unexcused absence.

   ISBN-10: 0470408154

   ISBN-10: 0807749737

   ISBN-10: 0674008383

5. In a different voice: Psychological theory and women's development by Carol Gilligan, 1993, Harvard University Press.
   ISBN-10: 0674445449
Professional behavior (i.e., manner, speech, and treatment of others) is expected at all times. Ground rules will be established by the class together in the first session.

**Daily Quizzes (5%)**
Classes will proceed on the assumption that all students are familiar with the set of readings for the day which means that you must complete the assigned reading before class. In order to assess students’ understanding of the assigned text, a short quiz on the assigned readings for each week will be given at the beginning of each class. All missed quizzes will be recorded as a grade of zero points earned. Individuals that arrive to class after the quiz has been handed out will not be given extra time to complete the quiz. There will be no makeups given for missed quizzes, regardless of the reason for the absence; however, the lowest quiz of the semester will be dropped. This policy is designed to allow for illness and unexpected problems.

**REQUIRED ASSIGNMENTS**

**Blackboard Reflective Blogs (20%)**
Each student is responsible for writing 5 reflective blog entries that respond to course readings, classroom activities, and other learning experiences related to the class. Students should view the text as a starting point of conversation and reflective practice. Students can make connections to the text by asking themselves:

1. How is the text that I am reading connected to what I experienced personally as a student (i.e., in K-12 system and/or college)?
2. How is the text related to my work as an educator?
3. Are my experiences similar or different from what I have read?
4. Does the text remind me of any other literature that I have read in the past?
5. Is the information challenging or reaffirming my background knowledge?
6. How is the topic that we are reading and discussing in class connected to the larger community (e.g., in my hometown, U. S. or global community)?
7. What questions does the text provoke?

Reflective blog entries should not just be a summation of what the text already has stated but instead an engagement of intellectual exploration. Questions, reflections, and/or points of departure are encouraged. Reflective practice is an integral part of the profession of teaching. Reflective blogs will be shared with the instructor and classmates. More details will be provided in class.
<table>
<thead>
<tr>
<th><strong>Journal Blog Rubric</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates Ideas</td>
<td>The student communicates ideas eloquently and thoroughly. Specific examples from class activity or resource are provided to support his/her ideas and opinions. The student provides additional resources or applications of the discussion topic.</td>
<td>The student communicates ideas, opinions, and conclusions clearly and completely. Specific examples from class activity or resource are provided to support his/her ideas and opinions.</td>
<td>The student communicates ideas, but fails to provide evidence to support his/her ideas, opinions and conclusions.</td>
<td>Minimal discussion is submitted.</td>
</tr>
<tr>
<td>Understanding the Activity</td>
<td>The student’s contribution to the discussion board demonstrates a thorough understanding of the concept being presented and helps develop colleague’s understanding as well.</td>
<td>The student’s contribution to the discussion board demonstrates a strong understanding of the concept being presented.</td>
<td>The student's contribution to the discussion board demonstrates an understanding of the concept being presented.</td>
<td>The student’s contribution to the discussion board demonstrates a developing understanding, but further explanation and exploration is needed.</td>
</tr>
<tr>
<td>Peer Review</td>
<td>The student always provides meaningful feedback on others’ ideas. Comments include how the idea could be enhance, how the idea might be applied to a different content area, or personal experience. The learner's response encourages other group members to share ideas. Two or more substantial responses to classmates’ blogs are posted.</td>
<td>The student participates in the discussion with the class and frequently provides meaningful feedback on others’ ideas. The learner's response encourages other group members to share ideas. At least two substantial responses to classmates’ blogs are posted.</td>
<td>The student participates in the discussion with the class, but doesn't always provide meaningful feedback on others' ideas. The learner's response encourages other group members to share ideas. At least one substantial response to classmates’ blogs are posted.</td>
<td>The student provides comments on others' ideas, but not specific feedback, or there is no response at all. The learner's response discourages other group members to share ideas. Responses are not substantial.</td>
</tr>
<tr>
<td>Mechanics of the Message</td>
<td>The student’s postings have an obvious logical/sequential organization. The message has been edited for grammar and spelling. The student contributes to the discussion board regularly and on a timely basis.</td>
<td>The student’s postings have a logical/sequential organization. The message has been edited for grammar and spelling.</td>
<td>The student’s postings have some organization. The message has not been edited for grammar and spelling.</td>
<td>The student’s postings lack organization. The message has not been edited for grammar and spelling.</td>
</tr>
</tbody>
</table>

**Blackboard Reflective Blogs**

5 Blogs x 4 points = 20
Field Experiences (20% - 2 experiences @ 10% each)

Field experiences offer students the opportunity to test theoretical perspectives and apply what they are learning to real life situations. Each participant must complete two field experiences, approximately 3 hours in each setting. The field experience must consist of an observation of a school setting and a minority and/or a family-community experience. You must receive permission from the gatekeeper (principal, superintendent, executive director, etc.) at each setting. By selecting at least one major equity issue, you will observe, take field notes, and prepare an observation analysis of approximately 5 typed pages (APA-style). You are encouraged to follow up the observation with an interview with someone who can answer any questions that may have been raised during the observation. Your field experiences and the field experiences of others within the class may help you to decide on the topic for your case study and action plan.

Observation of a School Setting

Participants must observe a school setting for approximately three hours using the observation protocol provided. Participants should select an equity issue and observe as much as they can about the school setting based upon this issue. This 5-page paper (maximum) should include the following:

• Brief description of the setting and the reasons for choosing this particular setting,
• Analysis of the observation in relation to course materials and other literature you have read, and
• Critique of findings and comments on whether you, as an educator, would initiate any changes in this setting

Choose either: a 1) Minority, Outsider, or Newcomer Experience or 2) Family/Community-based Organization Observation

Minority, Outsider, or Newcomer Experience. Participants must choose an experience that places them in a position of being either a minority, an outsider, or newcomer for approximately three hours. Participants must record their reactions of being an outsider/newcomer or a minority and the varying levels of comfort/discomfort experienced. At no time should participants feel they are in danger during this experience. This 5-page paper (maximum) should include the following:

• Brief description of the setting and the reasons for choosing this particular setting,
• Description and analysis of experiences/feelings/awareness of difference that occurred during the experience,
• Analysis of the observation in relation to course materials and other literature you have read, and
• Discussion of changes in your understanding of the implications of “being a minority.”

Family-Community Observation. This observation allows participants to experience the important influence of families or community-based organizations on student’s educational lives. Participants should spend approximately 3 hours with a family who has school children or any community-based organizations that serve parents of school children or youth. Participants should record the interactions between family members and/or program staff with children or parents, particularly noting their attitudes towards education and perceptions of schools. This 5-page paper (maximum) should include the following:

• Brief description of the setting and the reasons for choosing this particular setting,
• Description and analysis of experiences compared to your own family and/or community involvement,
• Analysis of the observation in relation to course materials and other literature you have read, and
• Discussion of changes in your understanding of family and/or community involvement/engagement

By **February 3rd**, you need to submit a tentative plan for these assignments detailing the diversity issue you plan to observe, the site of your observation(s), and a copy of the letter/memo/email from the gatekeeper that gives you access to each site. This plan consists of only two or three sentences to explain who, what, when, and where.

**Field Experience Papers Rubric**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>The author uses clear, specific and descriptive data to enable the reader to clearly visualize the observation setting and observation events.</td>
</tr>
<tr>
<td><strong>9-7</strong></td>
<td>The author uses descriptive data to help the reader visualize the observation setting and observation events.</td>
</tr>
<tr>
<td><strong>6-4</strong></td>
<td>The author uses at least some data to describe the observation setting and observation events, but the data are very general.</td>
</tr>
<tr>
<td><strong>3-1</strong></td>
<td>The author uses little data to describe the observation setting and observation events.</td>
</tr>
</tbody>
</table>

**Content**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>The author provides clear analysis of the observations based on the reading that s/he has done.</td>
</tr>
<tr>
<td><strong>9-7</strong></td>
<td>The author provides an analysis of the observations based on the reading that s/he has done, but the analysis does not consistently make strong connections between observation and readings.</td>
</tr>
<tr>
<td><strong>6-4</strong></td>
<td>The author discusses the observations and some of the reading that s/he has completed, but the analysis is unclear.</td>
</tr>
<tr>
<td><strong>3-1</strong></td>
<td>The author provides thin connections between the observation and the reading.</td>
</tr>
</tbody>
</table>

**Clear citations demonstrate logical connections between observation and readings.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>Citations used to demonstrate connections between observation and readings are generally clear.</td>
</tr>
<tr>
<td><strong>9-7</strong></td>
<td>Some citations are used to demonstrate connections between observation and readings.</td>
</tr>
<tr>
<td><strong>6-4</strong></td>
<td>The paper lacks appropriate citations to demonstrate connections between the observation and the readings.</td>
</tr>
</tbody>
</table>

**The author includes possible multiple perspectives in the discussion.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>The author somewhat includes possible multiple perspectives in the discussion.</td>
</tr>
<tr>
<td><strong>9-7</strong></td>
<td>The author includes a limited number of perspectives in the discussion.</td>
</tr>
<tr>
<td><strong>6-4</strong></td>
<td>More than one perspective is not apparent in the discussion.</td>
</tr>
</tbody>
</table>
The writing is clear and logical throughout. There are few mechanical errors.

The writing is mostly clear and logical, but minor organizational issues exist. More than a few mechanical errors exist, but these do not interfere with readability.

The writing is basically clear and logical, but organizational issues exist. Several errors exist and these interfere with readability.

The writing lacks clarity and the paper has many mechanical errors.

### Final Points:

10 Possible Points

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**Service – Learning Project (20%)**

*Students will be required to provide 6 hours of service learning hours as a volunteer at a community based agency during the semester. More detail will be provided in class.*

Service-learning is defined as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (www.servicelearning.org). Research indicates that it serves as an effective motivational tool, increases student and faculty engagement, and enhances understanding of course concepts (Zlotkowski, 1998). The service-learning definition incorporates a connection to an academic class that includes structured time for student reflection and connection of the service experience to learning.

Our class will be collaborating with two potential agencies in Lowell (i.e., Lowell Community Health Center’s Teen Block (Teen Block) and the International Institute). We will provide academic support to Teen Block’s diverse student program (https://www.facebook.com/TeenBLOCK). Since 1988, LCHC’s Teen Block has offered programs focusing on preventing youth violence, teen pregnancy, HIV/AIDS and STIs, and substance abuse through health education, cultural awareness activities, art and dance, and supportive mentoring (LCHC Teen Block Brochure). This 501©3 community organization serves approximately 80-90 students on a weekly basis. Fifty-percent of the students are Khmer/Cambodian, 32% are African, Laotian, or Vietnamese, and the remaining 18% are of European descent. Over 80% qualify for free or reduced lunch.

The International Institute (http://iine.us/) has assisted immigrants, refugees, and other vulnerable populations living in New England. Their offices are located in Boston, Lowell, and Manchester, New Hampshire. They provide safety to the victims of war and injustice. The International Institute fosters self-sufficiency in New American families struggling to make ends meet and invest in the entrepreneurship of tomorrow’s business leaders.

**Service Learning Rubric**

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>2.5</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Fulfills all service learning hours required.</td>
<td>Fulfills only half of the service hours required.</td>
<td>Makes an attempt to fulfill a quarter of service learning hours required.</td>
<td>Service learning hours are not fulfilled.</td>
</tr>
</tbody>
</table>
Community Study: Final Group Project (20%)

This assignment is designed to encourage collaborative research skills. Students are required to write a 10 page paper on their Community Study and provide a group presentation of the study to the class. In groups of 2 or more students will identify a current community in public schools. Students are expected to integrate the theories, concepts, and programmatic strategies highlighted in the class. Students will utilize research methodologies (i.e., document review, interviews, literature reviews) to complete their project. Proposal topics and outlines are due to instructor by February 24th. Description and evidence of individual contribution to the Community Study must be submitted on a separate paper. Group presentations are 10 minutes and occurs on the last day of class.

The 10-page Community Study consists of:
- Description of the community (i.e., numbers, statistical information);
- A brief literature review detailing what scholars have studied your chosen community as well as a critique of their findings and methodology;
- Demonstration of issues, problem or challenges faced by the children and families of these communities (use of multiple perspectives is required)
- Identification of resources available to help teachers, families, and schools address the issues or challenges mentioned above; and
- Creation of a group presentation (description follows).

Note: Title page, abstract, and reference list are required but not counted as part of the 10-page limit.

### Community Study Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>7-9</th>
<th>4-6</th>
<th>3-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The paper expertly describes the community and the problems, issues, or challenges faced by the children and families of these communities. The paper includes a detailed literature view which outlines current knowledge of the community being studied. The paper makes significant connections to course readings,</td>
<td>The paper clearly describes the community and the problems, issues, or challenges faced by the children and families of these communities. The paper includes a substantial literature view which outlines current knowledge of the community being studied. The paper makes considerable connections to course readings, discussions, and</td>
<td>The paper somewhat describes the community and the problems, issues, or challenges faced by the children and families of these communities. The paper includes a short literature view which outlines current knowledge of the community being studied. The paper makes few connections to course readings, discussions, and assignment. The paper includes</td>
<td>The paper barely describes the community and the problems, issues, or challenges faced by the children and families of these communities. The paper does not include a literature view which outlines current knowledge of the community being studied. The paper makes little to no connections to course readings, discussions, and assignment. The paper includes</td>
</tr>
</tbody>
</table>
In your community groups, prepare a short presentation to the class that shows what you have learned about your community. The presentation should be **no longer than 15 minutes** and can be done in a variety of ways (short video—no longer than 3 minutes; Power Point presentation, skit/play, etc.) We will discuss a variety of formats in class, all of which are acceptable; if you have any questions about your project, please feel free to meet with me. Here are some of the guidelines I will use to evaluate your project:

- Have you used a variety of sources to show your understanding of this community?
- Does your presentation include some of your own experiences or impressions as well?
- Have you given us a multidimensional perspective of your community? (For example, avoid: a narrow focus on demographics and crime that excludes social or cultural dimensions; focusing on purely negative images and not positive aspects; focusing purely on current information without a look back into community history). This does not mean that you have to cover all aspects in 15 minutes. Rather, whatever you choose to focus on, make sure that you are seeing the issue in its complexity. Help us understand some of the tensions, nuances.
- Is your presentation engaging?
- Is your presentation communicated clearly and effectively in 15 minutes or less?

Please bring your completed presentation to the last day of class. If it is a physical product that you only have one copy of, please make a copy to leave with me as a resource. If it is a digital file, please share that with me electronically before class.

Group presentations should include:

- Engaging presentation styles—multimedia tools (e.g., visual aids, powerpoint presentations, music, videos, etc.) and/or artistic demonstrations (e.g., poetry reading, role-play) are encouraged.
- Critical discussion with classmates on issue

Each team member will submit a one-page summary of his/her individual contribution to the Community Study Project and group presentation as well as an assessment of the contribution of all other team members.
<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Clear discussion of community study including using a variety of sources, personal reflections, and multidimensional perspectives.</td>
<td>Somewhat clear discussion of community study including using some variety of sources, personal reflections, and multidimensional perspectives.</td>
<td>Marginally clear discussion of community study including using few sources, personal reflections, and multidimensional perspectives.</td>
<td>Lack of clarity in the discussion of community study including using no variety of sources, personal reflections, or multidimensional perspectives.</td>
<td></td>
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<tr>
<td>Presentation</td>
<td>Clearly engaging presentation style</td>
<td>Somewhat engaging presentation style</td>
<td>Marginally engaging presentation style.</td>
<td>No attempt to utilize an engaging presentation style.</td>
</tr>
<tr>
<td>Presentation = 10 points</td>
<td>Presentation + Video = 10 points</td>
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**COURSE SCHEDULE:**

This syllabus serves as a guide. Changes may be made to accommodate the needs of the students as the course evolves. The instructor reserves the right to assign appropriate reading, which will be made available to you.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS FOR NEXT CLASS</th>
</tr>
</thead>
</table>
| 1-20-16  | 1. Introduction to Instructor, Classmates, & Syllabus                 | Required reading:  
3. Affirming Diversity Chapter 1 Defining Terminology (p. 9-18)  
Recommended reading:  
Affirming Diversity Chapter 5 Culture, Identity, and Learning |
|          | Who are the students we teach? What is diversity? Who defines it?     |                                                                                             |
| 1-27-16  | 2. Changing demographics of students along the lines of race & ethnicity | Required reading:  
|          |                                                                       | Recommended reading:  
Hollins, E. R. (1999). Relating ethnic and racial identity development to teaching  
| 2-3-16   | 3. Children of                                                          | Required reading:  
                                                                                             |
| **Field Experience Plan due** | **1.** Lee’s *Unraveling the “model minority” stereotype*  
2. Affirming Diversity Chapter 7: *Linguistic diversity in U.S. classrooms* (p. 228 - 262)  

Recommended reading:  
| **2-10-16 Community Study Learning Project outline due** | **Required reading:**  
Minority experience or family/community observation |
| **2-17-16 Minority experience observation paper due** | **Required reading:**  
| **2-24-16** | **Required reading:**  
| **3-2-16** | **Required reading:**  
| **3-9-16** | **Required reading:**  
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Required reading</th>
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</thead>
<tbody>
<tr>
<td>3-16-16</td>
<td>UML Spring Break - No class</td>
<td>School-based observations</td>
</tr>
<tr>
<td>3-23-16</td>
<td><strong>School-based observation paper due</strong></td>
<td><strong>Required reading:</strong> 1. Affirming Diversity Chapter 4 <em>Structural and organization issues in school</em> 2. Affirming Diversity Chapter 10 <em>Adapting curriculum for multicultural classrooms</em></td>
</tr>
<tr>
<td>3-30-16</td>
<td>10. Structural and organizational issues of schooling &amp;</td>
<td><strong>Required reading:</strong> 1. Ladson-Billings, G. (1994). <em>The Dreamkeepers</em></td>
</tr>
<tr>
<td>4-13-16</td>
<td>12. Engaging parents, community members and community-based organizations in schools</td>
<td><strong>Required reading:</strong> 1. Affirming Diversity Chapter 11 <em>Implications for teachers, schools, and families</em> (p. 407 – 436)</td>
</tr>
<tr>
<td>4-20-16</td>
<td>13. Group Presentations</td>
<td>Wrap-up &amp; Review</td>
</tr>
<tr>
<td>4-27-16</td>
<td><strong>Community Study Project due</strong></td>
<td>Have a great summer!!!</td>
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</table>

**Course Packet Articles**


**Further Recommended Readings:**


**Download and Explore:**

- GLSEN website at [http://www.glsen.org](http://www.glsen.org), particularly their Educators’ Resources page.