



Course Syllabus

COMM 5670 .01
COURSE NUMBER AND SECTION

Marvin R. Talley/ talleyma@webster.edu
INSTRUCTOR E-MAIL ADDRESS

Teaching in a Diverse Society
COURSE TITLE

Fall II / 3
TERM CREDIT HOURS

Online SITE

1. Course Description: Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.

2. Learning Outcomes: Students will know and be able to:

	MoSTEP	School of ED	Dispositions
1. Describe the interrelationship between teaching and learning in light of learning theory	MoSTEP 1, 2	SoEd 1.1	
2. Analyze individualized instruction based on prior experience, learning styles, strength, and needs	MoSTEP 3, 5	SoEd 1.3, 1.4, 2.1, 4.2	
3. describe how instruction is connected to students' prior experiences and family, culture, and community	MoSTEP 3	SoEd 3.3, 4.1, 4.2	
4. use a variety of sources to research and present information on the impact of student diversity and local communities on school organization and culture	MoSTEP 3,7, 10	SoEd 3.2, 4.1, 4.2	
5. identify and critique different classroom management styles	MoSTEP 6	SoEd 1.3, 2.3, 3.2, 4.1, 4.2	
6. develop a personal philosophy of education which addresses the role of schools, students, teachers, curriculum, instruction and assessment, classroom organization and management, diversity, and school culture	MoSTEP 3,4,6,8	SoEd 1.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3	D 1,2,3
7. analyze and reflect on educational practice	MoSTEP 9	SoEd 3.1, 3.2, 3.4, 4.1, 4.2, 4.3	D 1,2,3

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams: (Subject to change per instructors discretion.

WEEK 1:

Overview of course: Introductions / Icebreaker

Icebreaker: Students should write a one page paper that describes themselves and the type of student they were in elementary school, middle school, and high school. Students should include descriptions in reference to how they changed as students along the way. Students should be creative and have fun with their icebreaker.

What Is Education? : Myths and Metaphors:

Students will write a self scribed definition of education and or what it means to be educated in America. Students should focus on the significance of education for today's students and the role that technology plays with today's new learners.

Overview of history of education

Read: Diversity in the Classroom Part 1 & 2

Assignment: Journal / Article Reflection (**Tolerance.org**) #1 due week 2
Weekly Reading Reflection due week 2

Access the following online link:

<http://www.youtube.com/watch?v=1wuSaNCIde4&feature=related>

After watching the video write a 2 page journal reflection due week 2

WEEK 2:

Read: Diversity In the Classroom Part 3

Assignment: Journal / Article Reflection (**Tolerance.org**) #2 due week 3
Weekly Reading Reflection due week 3

WEEK 3:

Read: A Framework for Understanding Poverty Chapter 1 & 2

Assignment: **Weekly Reading Reflection** due week 4

Students should email instructor the culture they have selected for their Final Project.

WEEK 4:

Read: A Framework for Understanding Poverty Chapter 3 & 4

Assignment: Weekly Reading Reflection due week 5

Access the following online links: http://www.youtube.com/watch?v=svs--sG_s-o

<http://www.youtube.com/watch?v=g9TsQGe2i8k&NR=1>

After watching the videos write a two page journal reflection due week 5

Questions to think about: Why does Mr. Mc Dermott feel the way that he does?

What do you think his experiences have been in reference to parent teachers conference?

How important is parent participation in schools?

WEEK 5:

Read: A Framework for Understanding Poverty Chapter 5 & 6

Assignment: Weekly Reading Reflection due week 6

Access the following online link:

<http://www.youtube.com/watch?v=3kwOigtg108&feature=related>

After watching the video write a 2 page journal reflection due week 6

WEEK 6:

Read: A Framework for Understanding Poverty Chapter 7, 8, & 9

Assignment: Weekly Reading Reflection due week 7

WEEK 7:

Assignment: Access the following online links:

<http://www.youtube.com/watch?v=ufn-BwtK91I>

<http://www.youtube.com/watch?v=2A44D4Bmd5U&feature=related>

<http://www.youtube.com/watch?v=YndY9nx9H18&feature=channel>

After watching the videos write a 3-4 page journal reflection due week 8

WEEK 8:

Final Project / Power Point Presentations 50 pts

4. RESOURCES:

Required Text(s):

Grant, Carl A. (2003). An Educator's Guide to Diversity in the Classroom. Boston New York Houghton Mifflin Company

Payne, R. K. (1998). A framework for understanding poverty. (Rev. ed.) Highlands, TX: RFT Publishing.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Unless otherwise noted all papers should be double spaced. Students should use 12 point Times New Roman font.

Class participation is expected in the online learning environment. Post-graduate students are expected to participate in each weekly session. Prior approval for make up work as well as, all assignments must be completed before a grade can be issued.

Participation grades will be determined on the quality of the responses, not the number of responses. The instructor may interject questions and or comments that are directly related to the issues or questions generated during the online discussions.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

6. GRADING SCALE: Grades are calculated by points: total 205 points

0 – 129 = F
130 - 142 = D
143 - 149 = D+
150 - 154 = C
155 - 162 = C
163 - 169 = C+
170 - 174 = B-
175 - 182 = B
183 - 189 = B+
190 - 195 = A-
196 - 205 = A

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from

texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Barbara Stewart at (314) 968-7495.

NOTE: This syllabus is subject to change at the discretion of the instructor. Regular attendance is required.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

1.1 Understands and respects that s (he) may be different from others

1.1. Embraces an openness to change (adaptability, flexibility)

1.3 Exhibits curiosity

1.4 Engages in reflection

2. Understands and Respects Others

2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence