SYLLABUS – Spring 2013
EDU 3620 Section A: Cultural Diversity in the School
Tuesdays & Thursdays, 12:30-1:45pm, Location: Sullivan Hall, rm. 201

Professors: Dan W. Butin, PhD; Office: Austin 203; ext. 5338; dan.butin@merrimack.edu
Laura Hillier, MPH; Office: Austin 228A; ext. 5143; laura.hillier@merrimack.edu

Teaching Assistant: Daniyal Saud; O'Reilly 212; saudd@merrimack.edu

Office Hours
Laura Hillier Mon 2:30-4:30pm
Daniyal Saud Tues & Thurs 9:00am-12:00noon

Course Description
Focuses on the design and development of elementary, moderate disabilities and middle school programs that address cultural diversity including different racial, ethnic, cultural and linguistic groups, as well as educational issues related to gender and exceptionality. Special focus will be put on the development of ESL (English as a Second Language) programs. This course examines the philosophy, history and recent curriculum trends for multicultural education including the concepts and issues of culture, cultural pluralism, bicultural/bilingualism, ethnicity and global education. Fulfills D and X in LS Core. Three hours a week.

Course Goals
• to give students a deeper multidisciplinary perspective from which to understand, interpret, question, reflect upon, and engage with the notion of “diversity” in preK-12 theory and practice and in our pluralistic society more broadly.
• to link the theory of the academic texts with the lived reality of students in their schools and communities in order to develop classroom practices and habits of mind that foster acceptance of and support for youth in PreK-12 schools.
• to make explicit and thus be able to carefully think about the norms, structures and functioning of our larger culture, and preK-12 schools in particular, about notions of diversity and its implications for who we are and what we do as future teachers and learners and citizens.
• to foster students’ professional standards as articulated by the Massachusetts’ Department of Elementary and Secondary Education.

Course Objectives
• To understand and engage in dialogue about issues of diversity, including socioeconomic status, race/ethnicity, gender/sex, religion, immigration, English Language Learners, developmental and physical abilities.
• To describe best practices to support the education of students with diverse identities at the institutional, programmatic and classroom levels.
• To articulate how power and privilege of some groups of people has become institutionalized, promoting discrimination and oppression of other groups in the US.
• To describe how addressing issues of diversity, broadly defined, links to issues of social justice.

Course Texts
• All readings will be web-based, either available directly online, in Blackboard or on reserve in the McQuade library.
Course Evaluation – Overview

Critique papers (2)   40  
Quizzes (2)    20  
Blackboard    20  
Site visit journal 10  
Attendance and participation 10  
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100 total points

Overarching rationale for format, style, and goals of course evaluation:  
This is an upper-level elective course within the School of Education. As such, it is assumed and expected that you – the student – are taking this course because it is of interest to you. Our goal is thus to provide you with a breadth of information and knowledge and give you the opportunity to go in depth in areas that particularly interest you. Moreover, because “diversity” is a complex and contested and deeply important issue within our PreK-12 schools and more broadly in our pluralistic democracy, we have created numerous spaces – in the classroom, Blackboard postings and discussions, journaling, critique papers – where you will be able to grapple with this topic.

We expect that you will learn some basic information (“facts”) about the topic and be able to display this knowledge primarily through the two quizzes and secondarily in your critique papers. We also expect that you will synthesize this information within your own thinking about yourself as a person and potential future teacher and be able to display this knowledge primarily through the critique papers and in-class participation. Finally, we expect that you will engage in thoughtful and ongoing reflection about the topics and issues raised in this course and demonstrate that in your Blackboard postings, site visit journal, and in-class participation.

Course Evaluation – Details  
Critique Papers  
Two critique papers will be due in this course. The overarching goal of each critique is to synthesize your thinking on the readings in relation to your experiences outside of class and your own interest in being a teacher. The topics for the papers are included below. You are thus encouraged to think about these issues as you progress through the course readings and class discussions.

- **1st critique paper:** The readings to date suggest that American education may not be truly equitable; it may not be a place where all children have access to an excellent education. Issues of race, ethnicity, class, language, and gender (among others), are intertwined in complex ways to students’ academic achievement and sense of self. Analyze the question of the inequities within our educational system through two distinct variables (e.g., race and ethnicity; race and class; ethnicity and immigrant status). Use at least two authors from the readings to engage with these issues.

- **2nd critique paper:** Choose a topic/issue of your choice and analyze it. You may choose to focus on one or more readings throughout the semester, your own educational experiences, your site visit, and/or the experiential learning activities. Regardless of your focus, your paper must make some direct reference and linkage to two or more class readings and other activities engaged in throughout the semester.

Quizzes  
Two quizzes will be given in this course. Each will be worth ten points. They will focus on your ability to clearly and succinctly articulate the main themes of our readings. The quizzes are “take home” quizzes in that you will be provided with the quiz in class and required to submit the quiz by the next class. You
may use any and all materials to take the quiz (our readings, your notes, internet resources) so long as what you write is fully and completely in your own words.

Blackboard discussions
You will be required to participate in a Blackboard-based discussion throughout the semester. The goal is to provide you with an informal opportunity to further articulate, reflect upon, and question your own thoughts and beliefs and those of your classmates. We have posted initial questions for each set of discussions due (see the course schedule below for exact due dates and questions); you are free to answer the question, take the question in a different direction, respond to other postings, or articulate a different issue you feel is pressing and relevant. You will not be graded on the content; rather, you will be graded on whether or not you completed your entry for each week in a timely and adequate manner. Additionally, you are required to read and dialogue with at least two other classmates’ postings. All postings – your own and comments – are due at 11:59pm the night before the class.

Site Visits and Journal Entries
Select two schools or afterschool youth programs to tour and to dialogue with a principal, teacher or afterschool program coordinator at the site. Please work with the Stevens Service Learning Center to select your sites. The purpose of each visit is to learn about each school/program, the services they provide, to learn about the diversity at their sites, and how they work to meet the diverse needs of the youth they serve.

You will complete a journal entry for each visit. The first journal will be due on March 19 and the second on April 18. Each journal submission should be 1-2 pages. Journal entries should include the following:

1. Date of the visit, name and town of the school or organization, the age and specific population of the youth they serve, and the lead person(s) you met with and with whom you discussed diversity issues.

2. Describe the diversity you observed in the students, teachers and staff. Discuss the approaches, successes and challenges the teacher and learned about during your visit. Link your discussion to one or more of the course readings.

3. In the second journal entry, include the same information for Journal #1; then compare and contrast the diversity, approaches, successes and challenges and you learned at each site.

Types of Questions to Ask of Staff at the Site Visits:
1. How do you think of diversity, for yourself and in your position?
2. What types of diversity are at your site (e.g., issues of race/ethnicity, SES, gender, age, nationality of origin amongst staff, teachers, students, etc.)?
3. What strategies does the staff use to support students with the variety of diversity you have?
4. What strategies do they find are most successful in supporting students? What do you/they wish you could do more of?
5. What are some of the challenges they face in supporting students and meeting their needs?

Attendance and Participation
In-class engagement implies both personal contributions and thoughtful contemplation of peers’ points. Although the extremes—constant contributions and complete meditative silence—are obviously discouraged, everything in between is acceptable. Absence from class is highly discouraged, as the heart of the class is what gets discussed in class. While we all have urgent and unexpected crises and life issues, excessive absences (3+) threatens the academic quality of your ability to gain from and contribute to the class and, as such, may result in a lowered grade and/or a formal review with the professor.
**Additional Information**

If you believe that you need accommodations for a disability, please contact Elaine DiVincenzo, ADA Academic Coordinator, via email at Elaine.DiVincenzo@merrimack.edu or by telephone at 978-837-5140. The ADA Office is located on the 3rd floor of the McQuade Library in the Center for Academic Enrichment. The ADA Office is responsible for coordinating disability related accommodations and will issue Accommodation Letters & Plans to students with documented disabilities.

**Plagiarism**

Plagiarism, according to the Merrimack College student handbook, is a form of intellectual theft. At Merrimack, the failure to acknowledge the intellectual contributions of others is considered plagiarism. Any plagiarism – in the quizzes, Blackboard postings, or critique papers – is a serious violation and is completely unacceptable in this course.
Course Schedule

1. Tuesday, January 22 – Welcome & Introduction – What is “diversity” and what role does it play in PreK-12 schools?
2. Thursday, January 24 – Poverty/SES/Cultural Capital
   a. Readings:
   b. Assignments: Blackboard posting #1
3. Tuesday, January 29 – Poverty/SES/Cultural Capital
   a. Readings:
      iii. “Cultural Capital” Wikipedia entry [accessed on December 30, 2012]
4. Thursday, January 31 – Summary of Poverty/SES/Cultural Capital
   a. Readings:
   b. Assignments: Blackboard posting #2
5. Tuesday, February 5 – Race/Ethnicity
   a. Readings:
      i. Lisa Delpit (2012), “Multiplication is for White People” [an interview]
6. Thursday, February 7 – Race/Ethnicity
   a. Readings:
      i. Tatum, Beverly (2004), “How to have conversations about race: An interview with Beverly Daniel Tatum” [will open as a Word document].
   b. Assignments: Attend Black History Month activity on campus; Blackboard posting #3
7. Tuesday, February 12 – Race/Ethnicity
   a. Readings:
      i. Josephine Louie (2005), “We Don’t Feel Welcome Here: African Americans and Hispanics in Metro Boston” pp.i-17
8. Thursday, February 14 – Summary of Race/Ethnicity
   a. Readings:
   b. Assignments: Do Project Implicit prior to class
      i. Quiz #1 handed out
9. Tuesday, February 19 – No Class; College on a Monday schedule
   a. Assignments: Quiz #1 due
10. Thursday, February 21 – Diverse Schools for Diverse Populations
    a. Readings:
       i. Diverse Models of Schooling
b. Assignments: **Blackboard posting #4**

11. Tuesday, February 26—Diverse Schools for Diverse Populations – Guest Speaker: Kennedy Hilario
   a. Readings:
      i. Lawrence, MA – **Quick Facts – US Census**
      iii. Michael Jonas (2012), “**High Stakes test**” CommonWealth Magazine, 10/11/12
      iv. Review the website of the Community Day Charter Public School

12. Thursday, February 28 – Religion
   a. Readings:
      i. TBA
   b. Assignments: **Blackboard posting #5**

13. Tuesday, March 5—No Class; Site Visit opportunity
   a. Readings:
   b. Assignments: **1st Critique Paper due**

14. Thursday, March 7 – Leadership Think Tank event
   a. Readings: None
   b. Assignments: **Blackboard posting #6**

15. Tuesday, March 12– Immigration/English as a Second Language;
   a. Readings:
      i. US Department of Education (2012) *Meeting the Needs of English Learners and Other Diverse Learners.*
      ii. Kevin Clark (2009), “**The Case for Structured English Immersion**”. ASCD.
      iii. US Department of Justice announcement & Boston’s ELL homepage
      iv. Education Week Issues Series (2011) “**English Language Learners**”

16. Thursday, March 14 – Immigration/English as a Second Language
   a. Readings:
      i. Social Justice Week – readings TBA
   b. Assignments: **Blackboard posting #7; Watch Precious Knowledge documentary**

17. Tuesday, March 19– Immigration/English as a Second Language; Guest Speaker Dr. Julio de Carvalho
   a. Readings:
         National Institute for Urban School Improvement.
      ii. Coleman, R. and C. Goldenberg. 2010. What does research say about effective
   b. Assignments: Site Visit Journal #1 due

18. Thursday, March 21 – No class; College spring break begins

19. Tuesday, April 2– Gender/Sexuality
   a. Readings:
      i. National Center for Educational Statistics, (2004), *Trends in Educational Equity of
         Girls and Women*, read *Progress Through School* and *Academic Performance*

20. Thursday, April 4 – Gender/Sex(uality)
   a. Readings:
   b. Assignments: Quiz #2 handed out

21. Tuesday, April 9 – Focus on Special Education
   a. Readings:
      i. “Special Education”, Education Week Issues Page
   b. Assignments: Quiz #2 due

22. Thursday, April 11 – Focus on Special Education
   a. Readings:
      i. Guest Speaker
   b. Assignments: Blackboard posting #8

23. Tuesday, April 16 – Focus on School as Disabling
   a. Readings:
      ii. John Taylor Gatto, (199). “A Different Kind of Teacher”

24. Thursday, April 18 – Focus on Structural Racism
   a. Readings:
      i. Aspen Institute (2005), Structural Racism and Youth Development
   b. Assignments: Blackboard posting #9; Site Visit Journal #2 due

25. Tuesday, April 23 – Topic TBA
   a. Readings: TBA

26. Thursday, April 25 – Topic TBA
   a. Readings: TBA
   b. Assignments: Blackboard posting #10

27. Tuesday, April 30 – Education at the Movies
   a. Movies:
      i. Waiting for Superman or The Lottery or Whatever it Takes (the documentary, not the romantic comedy) or The First Year or Louder Than a Bomb (all available for viewing through Netflix)

28. Thursday, May 2 – Summary Class
   a. Readings: TBA
   b. Assignments: 2nd Critique Paper due

29. Week of May 7th – final exam/presentation
Grading Critique Papers

Some basics:
- All critiques are due by the start of class of the due date.
- All critiques should be submitted in both hardcopy and as an email attachment such that they can be electronically archived.
- You have the opportunity to hand in a draft of each paper. The point of submitting a draft is to provide an opportunity for you and the professor and/or TA to discuss your line of thinking, brainstorming of ideas, and gauge the level of quality and expectations for the critique. Drafts must be submitted at least 72 hours before the due date in order to provide adequate time for feedback, discussion, and revision. We will not go line-by-line through the draft or provide grammatical, stylistic, or structural suggestions. Please use the Writing Center (in the Library) to help you in this process.
- Each critique should be between 1,000 – 2,000 words (approximately 3 – 6 pages) and be double-spaced, 12-font, have page numbers, and be stapled.
- All citations of the texts should be footnoted.
- Late papers without prior formal approval from the professor will be downgraded one letter grade (e.g. from an ‘A’ to a ‘B’) for each week late.

We expect critiques to be analytical, reflective, critical, and synthesizing. By this we mean that we do not want a description of the texts (we have already read them), nor a negative analysis. Instead, a critique involves a sensitive and thorough reading of the texts in question. This reading should not be for its own sake; in other words, while an accurate, concise, and well-articulated description of the texts is critical to your paper, such a description should be a first step to deeper analysis, reflection, critique, and synthesizing. Your paper may take any shape or form, use a formal or informal voice, be first- or third-person, etc. Your paper will be graded based on the following rubric:

- ~70%: Clear and succinct description of the texts. Able to articulate the position of the author(s) and the main point(s). No analysis. No questioning. No reflection based on personal perspective. No linkage to other readings. No synthesis and extension of reflection, critique, and other readings.
- ~80%: Clear and succinct description and analysis of the texts. Able to articulate the position of the author(s) and the main point(s) and able to analyze it and/or reflect upon it. Rudimentary questioning and linkage to other readings. No synthesis and extension of reflection, critique, and other readings.
- ~90%: Clear and succinct description, analysis, critique, and linkage of the texts. Able to analyze, reflect, and question the author and the main point(s) based on personal perspective and/or other readings. Rudimentary synthesis and extension of reflection, critique, and other readings.
- ~100%: Clear and succinct description, analysis, critique; linkage and extension of the texts. Able to synthesize readings and personal perspectives in order to effectively argue for one’s position. Able to show how the central issue is related to other major issues.
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#### (a) Plans Curriculum and Instruction.

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

5. Plans lessons with clear objectives and relevant measurable outcomes.

6. Draws on resources from colleagues, families, and the community to enhance learning.

7. Incorporates appropriate technology and media in lesson planning.

8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

#### (b) Delivers Effective Instruction.

1. Communicates high standards and expectations when beginning the lesson:
   a. Makes learning objectives clear to students.
   b. Communicates clearly in writing and speaking.
   c. Uses engaging ways to begin a new unit of study or lesson.
   d. Builds on students' prior knowledge and experience.

2. Communicates high standards and expectations when carrying out the lesson:
   a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
   b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
   c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.
   d. Employs a variety of reading and writing strategies for addressing learning objectives.
   e. Uses questioning to stimulate thinking and encourages all students to respond.
   f. Uses instructional technology appropriately.
   g. Employs appropriate sheltered English or subject matter strategies for English learners.

3. Communicates high standards and expectations when extending and completing the lesson:
   a. Assigns homework or practice that furthers student learning and checks it.
   b. Provides regular and frequent feedback to students on their progress.
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<th>Outcome Assessment</th>
<th>Code A: 1 = Introduced; 2 = Reinforced; 3 = Mastered</th>
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<td>c. Provides many and varied opportunities for students to achieve competence.</td>
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<td>4. Communicates high standards and expectations when evaluating student learning:</td>
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<td>a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.</td>
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<td>b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</td>
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<td>(c) Manages Classroom Climate and Operation.</td>
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<td>1. Creates an environment that is conducive to learning.</td>
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<td>2. Creates a physical environment appropriate to the range of learning activities.</td>
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<td>3. Maintains appropriate standards of behavior, mutual respect, and safety.</td>
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<td>4. Manages classroom routines and procedures without loss of significant instructional time.</td>
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<td>(d) Promotes Equity.</td>
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<td>1. Encourages all students to believe that effort is a key to achievement.</td>
<td>Quiz #1; Quiz #2; Paper #1; Paper #2</td>
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<td>2. Works to promote achievement by all students without exception.</td>
<td>Quiz #1; Quiz #2; Paper #1; Paper #2</td>
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<td>3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.</td>
<td>Quiz #1; Quiz #2; Paper #1; Paper #2</td>
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<td>4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.</td>
<td>Quiz #1; Quiz #2; Paper #1; Paper #2</td>
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<td>(e) Meets Professional Responsibilities.</td>
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<td>1. Understands his or her legal and moral responsibilities.</td>
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<td>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</td>
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<td>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</td>
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<td>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</td>
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<td>5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</td>
<td>Quiz #1; Quiz #2; Paper #1; Paper #2</td>
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<td>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</td>
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<td>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.</td>
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