

UNIVERSITY OF ARKANSAS at MONTICELLO
SCHOOL OF EDUCATION
Course Syllabus

Course Title: EDUC 2253 NEEDS OF DIVERSE LEARNERS

Credit Hours: 3 Hours

Room #:

Time: T/TH 8:10-9:30

Instructor:

Office:

UAM/SOE Phone:

Office Telephone:

Email:

Office Hours:

PREREQUISITE

None

REQUIRED TEXTS

Gollnick, D. M. & Chinn, P. C. (2008). *Multicultural education in a pluralistic society*. (8th ed.). New Jersey: Pearson.

Plus: The Conceptual Frameworks document printed from SOE webpage in a 3 ring binder that will serve as your Reflection Journal for this class 75 pts.

This is the link to the bookstore:

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=280406>

COURSE DESCRIPTION

The course addresses the diverse characteristics and needs of learners including the impact of culture, language, gender, and environmental and societal influence on student development and learning. Characteristics as well as academic and social/emotional needs of students with exceptional learning needs including gifted and ELL will be studied as well as the impact of exceptionalities on individuals, families, and society across the life span.

MISSION STATEMENT

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates'

understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas and by the “No Child Left Behind” Act of 2001 through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas’s high-need geographical areas.

CONCEPTUAL FRAMEWORK

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

GOALS AND OBJECTIVES AND CORRELATED STANDARDS:

The teacher candidate will:

1. Demonstrate an understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards of achievement. (ATS 2; CF: Knowledge, Diversity, Professionalism)
2. Create learning environments for individuals with diverse learning needs including gifted and ELL that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with diverse learning needs (ATS 2, 3, 7, 8, 9; CF: Knowledge, Pedagogy, Diversity, Technology).
3. Demonstrate an understanding of how to work with others to create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement, and self-motivation. (ATS 2, 3, 9; CF: Knowledge, Professionalism, Diversity)
4. Know how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction. (ATS 2, 3, 3, 9; CF: Knowledge, Diversity, Professionalism)
5. Understand the field of education as an evolving and changing discipline based on philosophies, evidence-based principles and theories that discuss the needs of diverse learners. (ATS 2, 9; CF: Knowledge, Professionalism, Diversity)
6. Understand and demonstrate respect for students first as unique human beings, then as special learners (ATS 2, 9; CF: Knowledge, Diversity, Professionalism).

7. Understand the diverse backgrounds of students as they connect instruction to learning through students' experiences (ATS 1, 2; CF: Knowledge, Pedagogy, Diversity).

8. Become familiar with evidence-based instructional strategies to individualize instruction for individuals with diverse learning needs including gifted and ELL. (ATS 2, 3, 7, 8, 9; CF: Knowledge, Pedagogy, Diversity, Technology).

9. Create learning environments for individuals with diverse learning needs including gifted and ELL that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with diverse learning needs (ATS 2, 3, 7, 8, 9; CF: Knowledge, Pedagogy, Diversity, Technology).

10. Understand federal definitions, legislation, and legal requirements for pre-referral, referral, identification and services for students with exceptional learning needs including gifted and ELL. (ATS 2, 9, 10; CF: Knowledge, Pedagogy, Diversity, & Professionalism).

METHODS OF INSTRUCTION

The method of instruction may be lecture, cooperative/collaborative learning, presentations/discussions, observations, demonstrations, reflective teaching, recitation, research and use of diverse technological resources. Cooperative group work will be a large part of this class. You will be asked to group and report out in class through white boards, chart paper, and power points.

BLACKBOARD

The course syllabus will be placed on Blackboard and you will be required to print it. You will need your UAM ID to access/logon to Blackboard. Some of the communications for this course will be through Blackboard. Grades will be posted on Blackboard for you to monitor throughout the class. This resource will provide you a good tool for communicating with the instructor.

COURSE REQUIREMENTS;

Reflective Journal

METHOD OF DELIVERING ASSIGNMENTS

The use of Blackboard is an important component of the course. All students will be expected to enroll in the course on Blackboard, and submit work via the assignment links in Blackboard. All assignments will be under the content tab on the left of your Blackboard page. Please check daily under the message tab for new messages. Dates of assignments and assessments will be posted on Blackboard and in class. Each student will be expected to use technology for presentations as available in the classroom.

All documents must be submitted in Microsoft Word, not WordPerfect, or WordPad, or NotePad. You may save documents in Rick Text Format (RTF) and submit. If I cannot open the document, I cannot grade it.

Assignments must be word processed and submitted to the instructor *on the due date*. The assignments will be graded based on its substance of content, grammar usage, spelling, and punctuation, etc. Please proofread (grammatical errors, spell check, etc.) all work before it is submitted. For writing assistance, please contact the writing lab located in the MCB or the Writing Center located on the UAM campus.

UAM GRADE POLICY:

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/> To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

GRADE ASSIGNMENT:

Grading Scale:

A= 90—100

B= 80—89

C= 70—79

D= 60—60

F= 59 and below

ATTENDANCE POLICY

Candidates who make a habit of being absent will jeopardize their opportunity to contribute to the class in a positive manner. Candidates demonstrate enthusiasm and personal responsibility by their direct cooperation and participation in class. For those candidates who falter in their sense of purpose or direction, the following is stated:

Absences

It is the policy of the UAM School of Education to strictly enforce attendance and punctuality requirements for all of its educational courses and activities. Candidates arriving after attendance is taken will be considered absent for the entire class period. A maximum of two (3) absences will be allowed each semester. Each additional absence will adversely affect the final grade.

As stated above, 3 absences...no penalty; 4 or more...each absence deducts five points from the maximum number of possible points attainable in the class.

The procedure will be retroactive to include the previous absences.

(As noted on page 28 in the 2009-2011 Catalog, students and UAM are subject to having to return Title IV federal assistance funds for students who fail to remain enrolled in a class.)

Since you do receive points for attendance and participation, this is felt to be a justifiable means of dealing with chronic absences. If you are ill and miss class for several days, a doctor's statement must be presented to the instructor. Please obtain class notes from a fellow student and talk with me about the material missed. An excessive number of absences will jeopardize a student's capability of earning a desired grade for this class. Anyone who will be going on a UAM sponsored trip MUST notify the instructor in advance, using the proper form, in addition to notification by the sponsor of the activity via hard copy or email.

Late Work Policy

**Assignments handed in late will be penalized 10% for each class day late.
ASSIGNMENTS MUST BE SUBMITTED ON THE PRESCRIBED DATE, VIA
CONTENT AREA OF BLACKBOARD ONLY, TO AVOID PENALTY
REGARDLESS OF CIRCUMSTANCES.**

**ABSOLUTELY NO WORK WILL BE ACCEPTED OR MAKE-UPS GRANTED
DURING THE FINAL EXAM PERIOD/WEEK, PRECLUDING EXTENUATING
CIRCUMSTANCES.**

STUDENTS WITH DISABILITIES:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926

STUDENT CONDUCT STATEMENT:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. They must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. (refer to *UAM 2007-2009 Catalog*, pages 35 and 49).

USE OF TECHNOLOGY:

Candidates will word-process all papers for class assignments. Candidates are responsible for obtaining an e-mail address at the Information Technology Center. Candidates will conduct internet research concerning class topics. Candidates will develop multi-media presentations using a variety of instructional resources.

DIVERSITY:

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classroom and communities. A wide variety of instructional methods will be modeled during the course to meet the needs of a diverse class. In addition, candidates will utilize the CD from the text as a resource to expand their knowledge and experiences as they prepare to work with children from diverse learning abilities, settings, and backgrounds.

NCATE defines diversity as an individual or group of peoples' race, ethnicity, religion, exceptionality, age, geography, gender, socioeconomic, sexual orientation, etc. Candidates, in the NDL class, will also gain a clear understanding of diversity through a variety of readings, lectures, class activities, and through seminars conducted by university and/or community professionals during the semester.

DISRUPTIVE BEHAVIOR:

The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others. (refer to *UAM 2007-2009 Catalog*, pages 35 and 49).

Cell Phone Usage Policy:

The School of Education seeks to promote a teaching and learning environment free from classroom disruptions.

The following policy is intended to define acceptable classroom behavior with regard to cell phones, pagers, MP3 players, and similar electronic devices in order to preserve academic integrity and ensure that candidates have optimum environmental conditions for effective learning.

As a member of the learning community, each candidate has a responsibility to other candidates who are members of the community. **The School of Education prohibits the use by candidates of cell phones, pagers, MP3 players, or similar electronic devices during scheduled classes. All such devices must be turned off or put in a silent mode and cannot be visible during class.** At the discretion of the instructor, exception to this policy is possible in special circumstances. Cell phones may not be answered or utilized for text messages, instant messages, games, Facebook, MySpace, and other uses in a classroom. All MP3 players must be turned off prior to entering the classroom. Both ear buds and/or ear phones must be removed from ears. **If you decide to ignore the policy, you will be asked to leave and may be counted absent.**

In testing situations, use of cell phones or similar communication devices may lead also to a charge of academic dishonesty and additional sanctions under the *Academic Dishonesty Policy*.

ACADEMIC DISHONESTY:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper.
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
 - c. Collaboration with another student during the examination.

- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

Candidate Complaint Procedures

A candidate having a complaint in regard to the School of Education programs of study or coursework should discuss the concern with their advisor or the faculty member responsible for the course in which the complaint lies. If a complaint is not satisfactorily resolved, the candidate may present their complaint to the Dean of the School of Education using the form on the School of Education homepage (<http://www.uamont.edu/Education/NEWCommentsConcerns Form.pdf>)

COURSE OUTLINE/CALENDAR:

Instructor Reserves the right to make changes to calendar/assignments
Assignments handed in late will be penalized 10% for each class day late.

Tentative Calendar
EDUC 2253
Needs of Diverse Learners
SPRING 2014

January Work Folder

1/9 H

Review of Syllabus, [Conceptual Frameworks \(CF\) "Diversity"](#), Information Form, Reflection Journal and Utilizing Blackboard

- **Information Form 10 pts. Due 1/9 T 11:59 pm on Blackboard**

1/14 T

Review of Syllabus

Chap 1 Foundations of Multicultural Education

- **Set up Reflective Journal 3 ring binder with Table of Contents including Text Chapter tabs and [CF sections](#). (This part is due in class 1/30 H)**

1/16 H

Chapter 1 Lecture continued take notes

1/21 T

["Diversity"](#) Lecture

- **Homework: Prepare for table presentations of Chapter 2 in class Thursday**

1/23 H

Chapter 2 Ethnicity & Race (Table Presentations of material)

1/28 T

Chapter 3 Class & Socioeconomic Status Lecture

- **Quiz In Class Chapter 1 & 2 and [CF "Diversity" 40 pts.](#)**

1/30 H

Chapter 3 continued

- **Check Reflection Journal Progress for Chapter 1 and 2 notes and [Diversity notes 25pts.](#)**

February Work Folder

February 4 T

Chapter 4 Gender & ["Professionalism" in Conceptual Frameworks](#) lecture

Feb 6 H

Chapter 4 Continued

Feb 11 T

Chapter 5 Sexual Orientation

Feb 13 H

Chapter 6 Exceptionality

Feb 18 T

Chapter 6 Continued

- **[ELL and Special Needs, Gifted Article, poster Visual, and Oral Presentation 40 pts.](#)**

Feb 20 H

Chapter 6 Continued

- *In Class Quiz Chapter 3,4,5,6 and “Professionalism” CF 40 pts.*

Feb 25 T

Chapter 7 Language

February 27 H

Chapter 8 Religion

- *In Class Reflective Journal Check, Chapter content and CF content 25 pts.*

March Work Folder

Mar 4 T

Intro Chapter 9 Geography with Carousel Brainstorming and in class practice of Regions

Role Play

- **Tuesday and Wednesday Homework: Get with your group via technology or in person for final preparations**

Mar 6 H

- Chapter 9 Regions *Role Play Event with costumes/ props 50 pts.*

Mar 11 T

Chapter 10 The Youth Culture

Mar 13 H

“Technology and Knowledge” CF Lecture

Mar 20 T

- *Quiz on Chapters 8,9,10,11, and Technology & Knowledge CF 40 pts.*

April Work Folder

April 1 T

Chapter 11 Education that is Multicultural (ELL)

April 3 H

Gifted Information

April 8 T

Lesson Plan Discussions for final assignment

April 10 H

“Pedagogy” CF Lecture

April 15 T

Work on Lesson Plans in Class, BRING your lesson plan draft

April 17 H

Trade with partners and check Lesson Plans in Class for critical elements

April 22 T

Review of *all Conceptual Frameworks with emphasis on “Diversity”*

April 24 H

- *Post Lesson Plan Due on Blackboard 35 pts. by the end of class period*

April 29 T Last Day of Class

- *Bring Reflection Journal that includes all chapter notes and all elements of CF notes and handouts to my office Rm 212 25 pts.*

April 30-May 6

Final Exam in class during final exam posted time

Chapter 11, Pedagogy CF, 50 pts.

Bibliography

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