

Introduction to Diverse Learners

Annette Caldwell Simmons School of Education & Human Development
Department of Teaching & Learning
Johnitha W. Johnson, Ph.D.



“Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without.”

William Sloane Coffin, Jr.

Course Description

The Annette Caldwell Simmons School of Education & Human Development seeks to understand “how people learn, grow, and take action to improve their lives.” Introduction to Diverse Learners supports this effort by introducing students to different teaching approaches that help create



Course Objectives

Page 2



Course Assignments and Grading

Page 5



Tentative Summer Schedule

Page 7

1

COURSE TIMELINE

August 2-18, 2018
SMU-in-Taos
8-12:30 PM M-F
(Please see Page 5.)

2

MY CONTACT INFO

E: JohnithaJ@smu.edu
C: 281-414-8019
O: TBD
OH: By Appointment

3

MY “OFFICE” HOURS

are by appointment only.
However, please feel free to contact me via call, text, email, or FaceTime between 8AM-7Pm daily.

equitable educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. The course will provide strategies to make teaching more effective in increasingly diverse schools.

Course Objectives

With regard to the United States Department of Education, Texas State Board of Education, and the Annette Caldwell Simmons School of Education & Human Development, successful completion of EDU 6315 will result in the students' ability to competently:



1. examine education research and engage in scholarly discourse concerning socio-cultural, cognitive, and behavioral factors that may affect academic, social and emotional development, and adjustment.
2. investigate and deconstruct the influences that social class, gender, age, ethnicity, academic background, language, religion, sexual orientation, and exceptionalities have on learning; identify ways to individualize instruction according to learners' specific needs.
3. analyze personal and societal biases that can lead to inequities in the classroom, such as hidden curriculum, instructional materials, and school culture.
4. critique personal values and beliefs about equity in education, teaching, and learning.
5. investigate and discuss cultural, linguistic, and socioeconomic factors that can influence family and community involvement.
6. evaluate ways to communicate and collaborate effectively with students' parents/guardians, and identify ways to bridge differences that may exist between the home and school environments.
7. explore research-based instructional innovations that enhance school curricula from diverse perspectives; encourage globally relevant problem-solving approaches; celebrate cultural, linguistic, cognitive, and physiological diversity; and highlight the accomplishments of individuals and communities across our society and the world.

GENERAL COURSE REQUIREMENTS

This course requires students to synthesize and critique information from the assigned article readings, field experiences, videos, lectures, and chats. Additionally, students are expected to: (a) attend face-to-face course in Taos, New Mexico, (b) exhibit comprehension and analysis of assigned readings, (c) articulate intelligible responses to in-class and online discourse, (d) complete and submit all assignments by the deadline, and (e) attend all face-to-face meetings. All assignments must be computer generated and written in APA style. Please keep in mind, this course includes no extra credit assignments, curved grades, or extended time on assignments.



8. identify and provide a rationale for using identified instructional strategies, classroom management techniques, alternative assessment ideas, and resources designed to empower learners in a diverse student population.
9. utilize self-directed academic behaviors and work habits including critical thinking, creativity, and academic integrity.
10. use technology to gain knowledge and to communicate.

Federal, University, and Class Policies

“Know the rules well so you break them effectively.”—Dalai Lama XIV

Class Conduct. This course requires you to exhibit:

1. *Respect.* You are expected to extend courtesy to others in class. Students express a wide range of ideas, opinions and beliefs. Please handle intellectual debate with care and professionalism.
2. *Accountability.* You are expected to well prepare for and execute assignments, including online and in class discussions, which are more informative and rewarding when students are well read.
3. *Professionalism.* If you experience an emergency and are unable to attend class or submit an assignment by the due date, please notify me at your very earliest convenience.
4. *Vigilance.* Take responsibility for your education. If you have a question, ask.

Requests for Grade of Incomplete. Grades of Incomplete are rarely granted. Nevertheless, eligibility is applicable “if the majority of the course requirements have been completed with passing grades but for some justifiable reason, acceptable to the instructor, the student is unable to complete the full requirements of the course.” Please see the Student Handbook for the policies regarding this matter.

General Assignment Standards. All written assignments must be computer generated using 1-inch margins on all sides with Times New Roman 12-point type and double spaced. Additionally, all written assignments must reflect the American Psychological Association (APA), 6th edition standards. For online assistance visit the APA Style Blog.

Attendance Policy & Make-Up

Assignments. Regular and punctual attendance is expected. However, I understand that life often interferes with our best intentions. Thus, you may miss one face-to-face class session without penalty. Missing a second class period will result in a required make-up assignment that is due within 3 days of the missed class. If you do not complete the make-up assignment within the specified time, your final grade will drop 1 letter grade. The third absence and each thereafter will result in 1 drop in your final letter grade. If you miss class, please phone or email me before class to let me know that you will be absent. In the case of an emergency, please contact me as soon as possible after class to let me know that you are okay and have arranged to get the notes from a classmate.

Americans with Disabilities Act (ADA)

Statement. Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Academic Integrity. Southern Methodist University seeks to exhibit the highest ethical standards, as it speaks to the credibility of the institution and your impending degree/certification. Please review the university's Honor Code and become familiar with The Constitution of the Honor Council of Southern Methodist University. You are mandated to uphold these standards; under no circumstances is academic dishonesty, particularly plagiarism, tolerated. I will report all cases of plagiarism to the Honor Council.

Campus Carry. In accordance with Texas Senate Bill 11, also known as the "campus carry" law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. This mandate extends to the Taos location. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.

Late Submissions. Assignments submitted after the due date will result in a 25-point deduction per day that it is late. Should extenuating circumstances arise (technology failure is not an extenuating circumstance), please contact me at your earliest convenience. Keep in mind, absence from class does not constitute notification of a late assignment. If you are absent on the day an assignment is due, you are still responsible for submitting or emailing the the assignment to me on time.

Religious Observance. Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

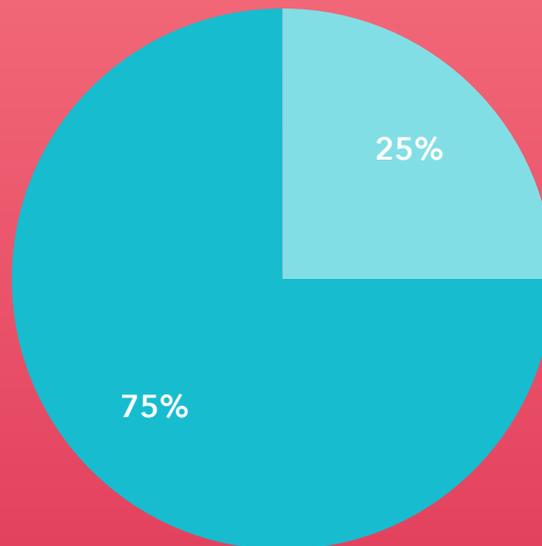
Excused Absence for University Extracurricular Activities. Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with me prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Course Assignments & Grading

Grades are based upon the given assignments' alignment with instructions, academic quality, originality, and having been submitted by the deadline. Please keep in mind that plagiarism, intentional or unintentional, will result in a grade of 0. Please see the APA Manual 6th Edition for more information.

The Family Educational Rights and Privacy Act (FERPA) requires students' grades be accessible only to the student and authorized personnel. Thus, Canvas serves as the secure location through which students may access grades associated with this course.

● In-Class Discussion ● Exams



In-Class Discussion of Readings (25%). My goal is to create an intellectually stimulating and thought-provoking class experience that encourages you to regularly attend and participate. Learning in this course is contingent upon your scholarly interaction; thus, in each face-to-face meeting I expect your prompt arrival; preparation as evidenced by meaningful comments, questions, and note taking; attentive listening skills; and respect towards classmates. In our classroom conversations please consider the following ground rules:

1. Make certain your stated opinion is substantiated with context. Be informed about the current issues.
2. Avoid hyperboles and generalizations. This is often the result of lacking substantive information to form a meaningful opinion.
3. Assume your audience has mixed perspectives/values.
4. Remember it is acceptable for your classmates to respectfully disagree with you. Do not take it personal.



Exams (75%). This course includes four mini pop quizzes, which collectively total 15% of your final grade. Each is designed to reinforce the course readings, and aid in your final exam preparation. **While you will take four quizzes, only the three highest scores will count towards your final grade.** It is therefore suggested that you come to class having read the material and readily prepared to quiz. You will complete each quiz during the first 15 minutes of class. They are open-note and open-book; however, you may not collaborate with classmates. Expect no more than two to three open-ended questions, to which I ask for your thorough and intellectually

innovative responses.

Grading Scale

94-100 = A

84-86 = B

74-76 = C

64-66 = D

90-93 = A-

80-83 = B-

70-73 = C-

60-63 = D-

87-89 = B+

77-79 = C+

67-69 = D+

< 60 = F

Tentative Summer Schedule

Date	Module	Article Readings & Activities	Assignments Due (by 11:59 PM)
Prior to Class		<ol style="list-style-type: none"> 1. <u><i>White Privilege: Unpacking the Invisible Knapsack</i></u> 2. <u><i>White Teachers, Racial Privilege, and the Sociological Imagination</i></u> 3. <u><i>The Effects of Poverty on Children</i></u> 4. <u><i>Pathologizing the Poor: Implications for Preparing Teachers to Work in High-Poverty Schools</i></u> 5. <i>Inequality for All</i> 	
Monday, August 6, 2018	Module 1 Privilege & Social Class	<ol style="list-style-type: none"> 1. Course & Syllabus 2. Social Learning Activities 3. Determine Presentation Groups 4. Privilege and Social Class Readings 	
Tuesday, August 7, 2018	Module 2 Religion	<ol style="list-style-type: none"> 1. <u><i>Office of Civil Rights: Religious Discrimination</i></u> 2. <u><i>The Most Important Right We Think We Have But Don't: Freedom From Religious Freedom in Education</i></u> 3. <u><i>Know Your Rights: Title VI and Religion</i></u> 4. <u><i>Combating Discrimination Against AANHPI and MASSA Students</i></u> 	
Wednesday, August 8, 2018		AM <ol style="list-style-type: none"> 1. Privilege, Social Class, & Religion in Taos PM <ol style="list-style-type: none"> 2. Field Experience #1: Taos Pueblo 	
Thursday, August 9, 2018	Module 3 Gender & LGBTQ	<ol style="list-style-type: none"> 1. <u><i>Gender Inequalities in Education</i></u> 2. <u><i>When Race and Gender Collide: Social and Cultural Capital's Influence on the Academic Achievement of African American and Latino Males</i></u> 3. <u><i>Inclusion with Sensitivity: Teaching Students with LGBTQ Families</i></u> 4. <u><i>Rethinking Safe Schools: Approaches for LGBTQ Students</i></u> 	Reflection #1 Due

Tentative Summer Schedule

Date	Module	Article Readings & Activities	Assignments Due (by 11:59 PM)
Friday, August 10, 2018		AM 1. Exam #1 PM 2. Field Experience #2: Meow Wolf House of Eternal Return	Exam #1
Monday, August 13, 2018	Module 4 Race	1. <u>Toward a Critical Race Theory of Education</u> 2. <u>Just What is Critical Race Theory and What's it Doing in a Nice Field Like Education</u> 3. <u>Visualizing Everyday Racism: Critical Race Theory, Visual Microaggressions, and the Historical Image of Mexican Banditry</u> 4. <u>Status and Trends in the Education of Racial and Ethnic Groups 2016</u> 5. <u>Melody Hobson: Color blind or Color brave</u>	
Tuesday, August 14, 2018	Module 5 Language	1. <u>Educating Language Minority Students and Affirming Their Equal Rights...</u> 2. <u>Confirming Chancas: What Early Childhood Teacher Educators Can Learn from Immigrant Preschool Teachers</u> 3. <u>Re-mediating Literacy: Culture, Difference, and Learning for Students in Nondominant Communities</u>	
Wednesday, August 15, 2018		AM 1. Guest Speaker: Pueblos, Culture, and Educational Inclusion PM 2. Field Experience #3: Los Alamos National Laboratory & Bradbury Science Museum	
Thursday, August 16, 2018	Module 6 Exceptionality	1. <u>Let Us In: Latino Underrepresentation in Gifted and Talented Programs</u> 2. <u>No Blacks Allowed: Segregated Gifted Education in the Context of Brown v. Board of Education</u> 3. <u>Gifted Native American Students: Literature, Lessons and Future Directions</u> 4. <u>Gifted Girls: Gender Bias in Gifted Referrals</u>	

Tentative Summer Schedule

<i>Date</i>	<i>Module</i>	<i>Article Readings & Activities</i>	<i>Assignments Due</i> <i>(by 11:59 PM)</i>
<i>Friday,</i> <i>August 17,</i> <i>2018</i>		<i>AM</i> 1. <i>Exam #2</i> <i>PM</i> 1. <i>Field Experience #4: Middle School</i>	<i>Exam #2</i>