1. **COURSE TITLE\*:**  Teaching in a Diverse Society
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2260
3. **PREREQUISITE(S)\*:** EDUC 1101  **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 10

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is designed to prepare the prospective teacher to effectively teach the range of students found in the typical classroom. Students will become familiar with various individual differences that characterize today’s school population including children with special needs, talented and gifted learners, culturally and linguistically diverse individuals, students with low-incidence disabilities, etc. Practical strategies for adapting instruction to meet the learning styles of all students in inclusive classrooms will be addressed. Working with families of diverse backgrounds will be addressed. Ten hours of public school classroom observation in an approved diverse setting are also required.

1. **LEARNING OBJECTIVES\*:**

After completing this course, students will be able to:

1. Recognize cultural/individual differences.
2. Demonstrate an understanding of the laws concerning individuals with disabilities.
3. Develop a philosophy that embraces diversity.
4. Recognize the value of collaboration with other professionals in education.
5. Identify strategies for adapting/modifying instruction to meet the needs of all students
6. Understand the role of the family in the collaborative process
7. Understand and appreciate the diversity of families
8. Observe and collect data as part of student progress monitoring
9. **ADOPTED TEXT(S)\*:**

*Valuing Diversity in Early Childhood Education*

Author: Lissanna Follari

Pearson Publishing (2015)

ISBN: 9780133522624

**OR**

Inclusive Access (IA) (Follett)

ISBN: 978-0-13-352310-2

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

None

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Reflection Paper (1x20) | 20 | 7% |
| Tests (3x40) | 120 | 40% |
| Project (1x50) | 50 | 17% |
| Discussion Questions (11x5) | 55 | 18% |
| Chapter Reflections (11x5) | 55 | 18% |
| Total | 300 | 100% |

**Assignments:**

* **Observation Hours (10 hours): (5 hours in a K-3rd grade setting and 5 hours in a grade 4th – 8th grade setting); Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**
* **Observation Reflection:** **20 points**

 Students will write a minimum 2-page reflection on their time observing in the two classroom settings. This reflection must be done in WORD using a 12-pt. Times New Roman font with 1-inch margins and double-spaced.

* **Project (50 points)**
	+ Student will work with the instructor in identifying a research project over a topic from the book. Format and grading rubric will be given to students.
* **3 Tests (120 points); All tests will consist of essay questions.**
	+ Test 1 (40 points; Chapters 1-3)
	+ Test 2 (40 points; Chapters 4-9)
	+ Test 3 (40 points; Chapters 10-11)
* **11 Discussion Forums (55 points)**
	+ 5 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.
* **11 Chapter Reflections (55 points = 5 points for each chapter)**
	+ You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children? You must write a 100 word response to another student in the class.
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: The What, Why, and How of Exploring Diversity**

**Chapter Overview:** Chapter one outlines the purpose for studying and valuing human diversity. The exploration begins with a ‘big picture’ view of understanding what diversity study is about, why it is important, and how human diversity connects to our work as educators.

**Chapter Learning Objectives:**

 After reading this chapters, students should be able to:

1. Explore the purpose of studying diversity.
2. Identify key concepts in the study of diversity.
3. Define diversity and related terms.
4. Practice strategies to build cultural competence

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 2**

 **Chapter 2: The Development of Cultural Identity**

**Chapter Overview:** This chapter begins a look at the realities of living in a prejudiced society which is built on inequity of privilege. We review child development to understand how bias and prejudice develop in children. We may not like to think of young children as biased or prejudiced, but observational research on children tells us that they learn messages from society early and act on them. Power, privilege, gender inequity and exclusion are present in early childhood classrooms and it is essential that today’s teachers recognize the evidence of these and know how to skillfully guide children to combat discriminatory tendencies.

**Chapter Learning Objectives:**

After reading this chapters, students should be able to:

1. Explore the frameworks for illustrating cultural identity.
2. Identify experiences which have influenced the development of your personal cultural identity.
3. Explain the highlights of development.
4. Compare theories of how culture influences development.
5. Incorporate culturally inclusive strategies into practice.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 3**

 **Chapter 3: The Spectrum of Responses to Diversity**

**Chapter Overview:** This chapter presents a framework for organizing the ways people respond to diversity along a spectrum. The purpose of this framework is to recognize that reactions or responses are not isolated and random, but rather that there is a progressive nature to them. Conceptualizing responses in this way also serves to provide a way to think about how we can actively move others ‘up the spectrum’ to promote positive responses such as valuing and appreciating.

 **Chapter Learning Objectives:**

After reading this chapters, students should be able to:

1. Identify ways people tend to respond to diversity.
2. Trace the spectrum of positive and negative responses to diversity.
3. Reflect on personal values, biases, and potential for prejudice.
4. Explore teaching strategies to promote positive responses to diversity.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 4**

 **Test: Chapters 1-3**

**Week 5**

 **Chapter 4: Race and Ethnicity**

**Chapter Overview:** We all live in a racist society. While some may debate that bold statement, the reality is borne out in years of research and we are no longer able to deny differential experiences within society for different racial groups. The task at hand is rather to become aware of realities, understand the impact of a racist society on all of us, and develop skills to combat racism in ourselves and each other. A teacher’s job is to know how racism develops in children and work vigilantly and strategically to replace the racist messages with those that teach children how to value diversity. Of equal importance is for teachers to recognize how subconscious practices across educational and societal settings have created and perpetuate racial inequities, such as with the “achievement gap”; and then to take that awareness and learn to reprogram practice.

**Chapter Learning Objectives:**

After reading this chapters, students should be able to:

1. Identify definitions and conceptions of race from sociopolitical and historical perspectives.
2. Explore current statistics on racial disparities in the United States.
3. Examine children’s ideas about differences in skin color, power, and privilege.
4. Create curricular connections to explore skin color and promote racial equality.
5. Practice teaching strategies to meaningfully engage families.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 6**

 **Chapter 5: Language and Nationality**

**Chapter Overview:** This chapter targets linguistic diversity, which will likely be a part of every teacher’s experience in the classroom. There are many facets to this topic as well as a great deal of personal opinion and beliefs. Sometimes teachers express frustration with children or parents who do not speak English and irritated with the idea that teachers should work to bridge linguistic barriers. It is understandable to wonder “how can I possibly learn all these different languages that different kids speak who might come and go in my room?” It is important to start off recognizing that being a culturally responsive educator does not mean you have to learn multiple languages proficiently, but rather that you embrace, accept, and value family home language and norms. The most important message to take away is that under no circumstances is it ever acceptable to try to discourage a child’s home language and replace it with Standard English. Instead, we must use an ‘additive’ approach where we add English to the child’s communication skills, but still work to preserve the home language.

**Chapter Learning Objectives:**

 After reading this chapters, students should be able to:

1. Define characteristics of linguistic diversity including different languages, dialects, and accents.
2. Identify successful approaches to supporting linguistically diverse children.
3. Explain the purpose and complex contexts of language.
4. Practice teaching strategies to support linguistically diverse children.
5. Create partnerships to support linguistically diverse children and families.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 7**

 **Chapter 6: Socioeconomic Factors**

**Chapter Overview:** Echoing across volumes of research is the pervasive and stark reality that family socioeconomic status (SES) has a strong connection to children’s academic outcomes. Clear and compelling evidence documents the many risks associated with living at or near the poverty level. Compounding this risk is the evidence that disproportionate percentages of children of color are overrepresented in the lower SES threshold. This chapter explores the gross inequities of status levels at work in the US, identifying how our society is built upon these inequities, and explore how those with power, privilege and high status perpetuate this structure. Key messages about the role early childhood professionals play in reducing disparities and support all children to succeed are explored in depth along with important strategies for best practices.

**Chapter Learning Objectives:**

After reading this chapters, students should be able to:

1. Define socioeconomic status (SES) and related measures.
2. Identify the potential for challenges and resiliency connected to SED.
3. Discuss the myths and realities of SES.
4. Describe strategies for supporting resiliency in children.
5. Practice teaching strategies to support children from lower SES backgrounds.
6. Create partnerships with families from lower SES backgrounds.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 8**

 **Chapter 7: Religion**

**Chapter Overview:** This chapter presents complexities and richness of diverse religions and spiritual values and practices. This is often the topic with which early childhood professionals are the least confident or least familiar. The long-standing concept of “separation of church and state” has perpetuated a silence about religious diversity while also allowing a “Christian Normalcy” to permeate schools. This discord may be imperceptible to some, but to children from families who practice religions other than Christianity, there is a very different perception. This chapter explores the five most practiced religions in the US and identifies important considerations for recognizing that to know our students and appropriately plan for them means to welcome religious diversity in schools and programs.

**Chapter Learning Objectives**

 After reading this chapters, students should be able to:

1. Explain the purpose of exploring religious diversity.
2. Discuss the context of religions and spirituality within families, schools, and across the United States.
3. Describe important ideals and values of the five most popular religions in the United States.
4. Practice teaching strategies to explore and appreciate religious diversity.
5. Create connections with families from different religious backgrounds.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 9**

 **Chapter 8: Families**

**Chapter Overview:** This chapter presents contexts of diverse families and communities and how the different traditions, norms, and expectations form unique culture. For children who are living within a family or neighborhood group which reflects a different cultural understanding from their classroom, there can be strong negative implications for their identity development. Understanding the many dynamics involved in family culture as well as the meaning of Multicultural Education will enable you to create more culturally responsive programming. This chapter continues to shape the shift towards recognizing the highly complex work of ECE professionals, including recognizing that our work includes dynamic socio-political nuances and recognizes ECE classrooms as political places.

**Chapter Learning Objectives**

 After reading this chapters, students should be able to:

1. Describe the complexities in definitions of family.
2. Explain demographic contexts and trends in family structures.
3. Compare characteristics of diverse family structures.
4. Practice strategies for promoting appreciation of diverse families with children.
5. Create partnerships with diverse families.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 10**

 **Chapter 9: Abilities**

**Chapter Overview:** A broad perspective on human diversity includes appreciating the varieties in individual abilities, communication styles, and approaches to learning. For early childhood professionals, this means making a commitment to inclusive practices which honor, acknowledge, and support each child as an individual. High quality ECE professionals integrate strategies and approaches sometimes separated out into the special education realm into their work in any setting. In essence, all early childhood settings should be viewed as inclusive, partly because some children in the earliest years are often only beginning to demonstrate characteristics of what may later be identified as a ‘special need’ requiring additional support services. But also because each and every child has an unequivocal right to actively and meaningfully participate and engage fully in inclusive settings.

**Chapter Learning Objectives**

 After reading this chapters, students should be able to:

1. Define early childhood inclusion.
2. Explain concepts of ability and disability in a historical and social context.
3. Discuss the responsibilities of professionals in meeting all children’s needs in program and school settings.
4. Describe categories of differences in ability based on federal legislation.
5. Practice inclusive teaching strategies which support children with diverse abilities.
6. Create partnerships with families of children with diverse abilities.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 11**

**Test: Chapters 4-9**

**Week 12**

 **Chapter 10: Supporting Individual Learners**

**Chapter Overview:** Diversity in the ways individual children think, process information, and learn is another key aspect of human diversity which is often overlooked. Diversity in thinking, learning, and intelligences is impacted by children’s natural inclinations, experiences, cultural contexts, and interests. ECE professionals must carefully consider children’s ways of intellectually and academically interacting with their world in order to effectively facilitate their individual learning and development.

**Chapter Learning Objectives**

 After reading this chapters, students should be able to:

1. Describe theories of different preferences in learning and thinking styles.
2. Identify how children use different learning and thinking styles.
3. Explain current research-based recommendations for practice.
4. Practice strategies for differentiating instruction.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 13**

 **Chapter 11: Teaching in a Diverse World**

**Chapter Overview:** This chapter explores research and evidence-based practices to help guide professionals in making appropriate decisions for meaningfully and successfully engaging each child’s learning and development processes. Emphasis is placed on application activities designed to synthesize text content and develop high quality practice skills and dispositions.

**Chapter Learning Objectives**

 After reading this chapters, students should be able to:

1. Discuss how evidence-based decisions inform culturally and individually relevant practice.
2. Identify instructional strategies that support diverse learners.
3. Practice strategies for meaningfully including all children and valuing diverse families.
4. Create a personal statement about what valuing diversity means in your work.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Forum
	+ Complete Chapter Reflection

**Week 14**

 **Test: Chapters 10-11**

**Week 15**

 Work on Project

**Week 16**

 Project to be posted on Canvas

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Observation Hours (10 hours): (5 hours in a K-3rd grade setting and 5 hours in a grade 4th – 8th grade setting); Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.