

Fort Hays State University
TEEL 230 Diverse Learners
3 Credit Hours

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COURSE DESCRIPTION:

A critical study of the multicultural environment in the American educational system with emphasis pertaining to the culturally diverse learners. The various areas of emphasis will include, yet will not be limited to, the issues of culture, ethnicity, religion, linguistics, and (dis)abilities. Through this course the student will be empowered to deal with diversity in the classroom.

TEXTS:

Cushner, K., McClelland, A., & Safford, P. (2006). *Human diversity in education: An integrative approach*, 5th Edition. Boston: McGraw Hill.

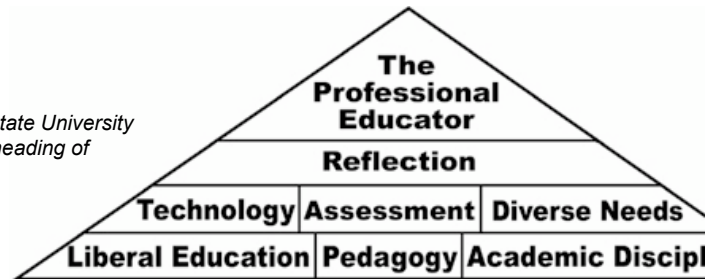
Cushner, K., (2006). *Human diversity in action: Developing multicultural competencies for the classroom*. 3rd Edition. New York, NY: McGraw Hill.

Clay, B. (2000). *Including all students: A general educator's guide to teaching a diverse student population*. Kansas Curriculum Center.

Gusman, J. (2003). *Practical strategies for accelerating the literacy skills and content learning of you ESL students*. Sacramento, CA: New Horizons in Education, INC.

THE CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATORS

The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of "The Professional Educator" in coordination with the Kansas State Department of Education Professional Education Standards.



The Professional Educator

- Goal I: The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living and the appreciation for diverse cultures.
{KSDE Professional Education Standards: 6, 7, 11 and 13}
- Goal II: The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical and philosophical foundations.
{KSDE Professional Education Standard: 10}
- Goal III: The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy.
{KSDE Professional Education Standards: 1, 2, 4, 6 and 7}
- Goal IV: The Professional Educator respects and values all persons and provides a supportive environment for diverse learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society.
{KSDE Professional Education Standards: 3 and 5}
- Goal V: The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a sound knowledge of educational technology in planning, designing, delivering and evaluating effective learning experiences.
{KSDE Professional Education Standard: 12}
- Goal VI: The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating student educational needs and achievements.
{KSDE Professional Education Standard: 8}
- Goal VII: The professional Educator utilizes reflection as a tool for self-growth, program assessment and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors and parents to effect positive changes in curriculum, instruction, and classroom management.
{KSDE Professional Education Standards: 9 and 13}

Disposition Statement

The Professional Educator takes diversity* into consideration when valuing:

1. Multiple perspectives from the disciplines and ongoing professional discourse
{Conceptual Framework Goals I and III}
2. The inclusion of students, families, communities, and cultures in the educational process
{Conceptual Framework Goals I and IV}
3. The development of critical thinking and independent problem solving
{Conceptual Framework Goals I, II, and III}
4. Planning educational strategies based on individual student growth in the areas of cognitive, emotional, linguistic, social and physical development
{Conceptual Framework Goals IV, V, VI, and VII}
5. The refinement of practices based on reflection, multiple, and ongoing assessment strategies, and learning
{Conceptual Framework Goals VI and VII}
6. Professional and ethical standards based on behaviors consistent with professional education roles in areas such as attire, preparation, participation, punctuality, appropriate language usage, communication skills, and interpersonal relationships
{Conceptual Framework Goals II and III}
7. The importance of integrating technology in planning, designing, delivering and evaluating effective learning experiences
{Conceptual Framework Goal V}

*The definition for **diversity** in the Teacher Education program at Fort Hays State University is as follows: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, sexual orientation, and geographical area.

DEFINITION FOR DIVERSITY-Fort Hays State University Teacher Education Programs

The following is the definition for diversity for Fort Hays State University Teacher Education programs. This definition is intended to make explicit the understandings that administrators, faculty, and candidates have about diversity. Diversity: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

The FHSU definition incorporates the definitions of Cultural Background, Diversity, and Exceptionalities used by NCATE and the Kansas State Department of Education. Selected items from the Glossary of NCATE Terms:

Cultural Background. The context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Diversity. Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and

geographical area.

Exceptionalities. A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

Additionally, FHSU recognizes the terms used by Kansas State Department of Education to describe diversity: Race/Ethnicity, Economically Disadvantaged, Students with Disabilities, Students with Limited English Proficiency, Migrant Students and gender.

Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

GOALS/OBJECTIVES/COMPETENCIES/OUTCOMES:

The objectives of this course are directly related to the Kansas State Department of Education’s requirements for teacher preparation. The learner enrolled in this course will be able to:

Course Objectives	INTASC Standards	State Standards	Conceptual Framework
Attain an operational definition of multicultural education as an ongoing process by investigating the social and educational implications.	#2, #3 - k, d, p	#8 - k, p	#4
Attain an appreciation of cultural diversity, thus gain an understanding of one self by attaining a greater understanding of others.	#3- k, d, p	#8 - k, p	#4
Develop an understanding of one’s life experiences as shaped by membership in groups based on culture, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area	#3 – k, d, p #7 – k, d, p #10 – k, d, p	#8 – k, p	#4
Attain a knowledge base of the various aspects of diversity in the areas of culture, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. as well as other differences that impact teaching and learning	#3 - k, d, p	#8 - k, p	#4
Develop a knowledge base in the identification of discrimination (i.e., prejudice, gender bias, etc.) and effective means of the elimination of such discrimination in the school setting.	#3 - k, d, p	#8 - k, p	#4
Attain an understanding of the implications of diversity in the school, upon the family and community.	#3, #5, #7, 9, #10- k, d, p	#8 - k, p	#4

(k – knowledge level, d – disposition level, p – performance level)

WRITTEN REQUIREMENTS:

Three examinations are scheduled during the semester. Tests will include the following chapters: Test #1 – Chapters 1 – 5; Test #2 – Chapters 6 – 9; Test #3 – Chapters 10 – 13. The specific format of the test will be discussed and voted on by all students.

Completion of written assignments on Task #1, Task #2, and Task #3 are due when assigned. Please proof read carefully anything that is turned in for a grade. Your work should look professional at all times. Written assignments and oral reports will be graded using an approved rubric. This rubric will be made available to students before completion of the assignments, tasks, and oral reports.

Please make copies of written assignments. Occasionally written assignments are lost. It is the student's responsibility to keep an extra copy of submitted written work to be available if necessary. Papers will be held for three weeks after the conclusion of the semester. Please pick up papers in class or in the instructor's office within that three-week time frame. At the conclusion of the three weeks, unclaimed papers will be disposed of due to space limitations.

RECOMMENDATIONS FOR COMPLETION OF WRITTEN WORK:

Use 12-point type except when graphic effect is your purpose with one-inch margins on white or tan paper. All written work submitted should be typed in a double-spaced format. Please justify both the right and left margins. Staple all written work turned in for a grade. Please do not submit written work in binders, plastic pages, folders, etc.

A pre-evaluation screening by the instructor of any assignment will be made at the request of the student and with the understanding that one week is considered to be a reasonable length of time for evaluation. All assignments may be turned in before the due date. Besides the above named evaluation criteria, the instructor will also consider your materials on the basis of clarity, accuracy, precision, relevance, depth, breadth, and logic. *Please retain a final written and electronic copy of all written work.

The Writing Center, located in Forsyth Library 20, offers free one-to-one tutorial instruction. If you would like to schedule an appointment, please call 628-4106, send an e-mail to writingcenter@fhsu.edu, or stop by Forsyth Library Room 20. Walk-in visits are available as scheduling permits, but appointments are recommended.

PARTICIPATION/ATTENDANCE/PROFESSIONALISM:

This course requires class attendance and professional demeanor. It is expected that all students will attend each class meeting. It is also expected that each student will arrive promptly, listen attentively, discuss actively, participate courteously, and read assignments regularly. In addition, students will be asked to lead and participate in several group discussions.

The student is responsible for all information contained in textbooks and other professional literature review assignments. The instructor will announce the chapter, pages, and dates on which topics will be discussed. The assignments must be read before class in preparation for lectures and discussions.

Promptness, organization, interest, enthusiasm, and dedication are traits of the best educators of this nation. They are also traits, which can be exhibited, in a professional teacher-training program. Student dedication and interest in your future profession will be apparent through participation and interest in the course.

ACADEMIC HONESTY:

Students are responsible for learning the content of courses of study outlined by the instructor. Copying the work of other writers or students and turning it in as one's own constitutes plagiarism. Such actions will not be allowed. Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper, project, or course.

ADA POLICY:

If you have any type of disability that may impede your work, please contact the instructor as soon as possible. We will accommodate your individual needs as needed.

EVALUATION CRITERIA:

The grade earned by the student for the semester will be based on the following evaluation criteria.

Evaluation Criteria:	Points
Participation/Attendance/Attitude <i>Conceptual Framework Goal #2</i>	
Test #1 <i>Conceptual Framework Goal #2</i> <i>Conceptual Framework Goal #4</i>	TBA
Test #2 <i>KSDE Professional Education Standard 6 Knowledge</i> <i>Conceptual Framework Goal #3</i> <i>Conceptual Framework Goal #4</i>	TBA
Test #3 <i>Conceptual Framework Goal #3</i> <i>Conceptual Framework Goal #4</i>	TBA
Task #1 – Mini Teach (Ben Clay Book) <i>Conceptual Framework Goal #3</i> <i>Conceptual Framework Goal #4</i> <i>Conceptual Framework Goal #6</i>	75
Task #2 – Interview & Oral Report <i>Conceptual Framework Goal #4</i>	50

Task #3 – Research Project & Oral Report Over Chapters <i>Conceptual Framework Goal #3</i> <i>Conceptual Framework Goal #4</i> <i>Conceptual Framework Goal #6</i>	75
Task #4 - LEP/ELL Lesson Plan <i>Conceptual Framework Goal #3</i> <i>Conceptual Framework Goal #4</i> <i>Conceptual Framework Goal #6</i>	75

Grade	Percentage Points
A =	93% - 100%
B =	85% - 92%
C =	76% - 84%
D =	75% - 67%
U =	Below 67%

TEACHER EDUCATION ACCEPTANCE OF LATE ASSIGNMENTS POLICY:

All assignments are due as assigned. Assignments turned in within one week past the due date will receive a minimum grade reduction of 20%. No assignments will be accepted after one week past the due date. The instructor may make exceptions.

Diverse Learners Tasks

Task #1 – Mini Teach (Ben Clay Book)

Conceptual Framework Goal #3
Conceptual Framework Goal #4
Conceptual Framework Goal #6

Students will choose an area of diversity to be explored which include, but are not limited to: Specific Learn Disability, Speech/Language Impairment, Mental Retardation, Serious Emotional Disturbance, Multiple Disabilities, Hearing Impairment/ Deafness, Attention Deficit Disorder, Orthopedic Impairments, Visual Impairments, Autism, Traumatic Brain Injury/Epilepsy, Deaf-Blindness, Dyslexia, Health Impairments, Limited English Proficiency, Socioeconomic Status, Gender Issues, Religious Pluralism, Sexual Orientation, Ethnic Minority, Migrant Status/Geographical Area. Within each of these areas specific diversity issues to be reviewed include: a description of the diversity issue, identification of specific educational needs directly related to the area of diversity, 3 to 5 reasonable accommodations/modifications, a lesson plan on how you would teach a child with this diverse need, as well as actually teach the class as if it were an elementary class (I will give you some examples before you begin). You will have a short handout with a definition of the disability and the three to five accommodations you would use in a classroom.

Written Report Due Date: _____

Task #2 – Interview & Oral Report

Conceptual Framework Goal #4

Students will complete the following activities from Human Diversity in Action: Developing Multicultural Competencies for the Classroom: Activity #19 – Interviewing Non-Native English Speakers about Their experiences in this country. Students may negotiate with the instructor to complete another interview of a person based on culture, race, socioeconomic status, gender, exceptionalities, religion, sexual orientation, and geographical area. Instructor approval of the person to be interviewed, along with approval of the interview questions, is mandatory. A written report using the directions included in this syllabus on completion of written work will be due. Students may report their findings during small and whole group discussions.

Written Report Due Date: _____

Topic: _____

Task #3 - Research Project & Oral Report

Conceptual Framework Goal #3

Conceptual Framework Goal #4

Conceptual Framework Goal #6

The class will divide itself up into interest groups. Each student will be responsible for one **in-class presentation** on chapter or a topic from the chapter. Each group will give a 30-minute presentation to the class on an approved subject related to the course objectives. Groups will be evaluated for relevance of topic, level of interest, organization, understandability, knowledge of subject, definition of terms, creativity, and documentation. Guest speakers, audio and videotape presentations, etc. may be included in your presentation. Additional time may be given for these types of activities.

Oral Presentation Date: _____ **Topic:** _____

Task #4 - Limited English Proficient/English Language Learners Lesson Plan

Conceptual Framework Goal #3

Conceptual Framework Goal #4

Conceptual Framework Goal #6

Create an English language arts lesson plan for Limited English Proficient/ English Language Learners. Please review relevant information in regard to completion on Task #4 on Blackboard, including the ESL Teacher's Survival PowerPoint Presentation. Also review Human Diversity in Education an Integrative Approach Chapter 8 Developing Learning Communities: Language and Learning Style and Including All Students: A General Educator's Guide to Teaching a Diverse Student Population Limited English Proficiency information on pages 209-242. The Lesson plan format will be explained in class and the template is on Blackboard. The general ESL Standards have been provided for your use in this lesson... You will also participate in a ***microteaching*** of your lesson. You must hand in a lesson plan to the instructor before you begin your microteaching. The lessons will be graded using the KSDE Elementary Education Program Standard 1 Rubric posted in Blackboard. Students may also review the USD 489 Curriculum Standard for English at www.hays489.k12.ks.us (click on School Curriculum, Curriculum Standards, and English).

Lesson Plan Format Sample:

1. Title/Subject
2. Age/Grade
3. Description/Background Information
4. Learner Profile
5. Accommodations/Modification for Limited English Proficient/English Language Learners
6. Materials/Resources
7. ESL Goal(s)/Standard(s)
8. Objectives
9. Introduction
10. Procedure
11. Closure
12. Curriculum Integration
13. Assessment
14. Citations

ESL Standards:

Goal 1: To Use English to Communicate in Social Settings

Standard 1: Students will use English in social interactions.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative

competence.

Goal 2: To Use English to Achieve Academically in All Content Areas

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To Use English to Social and Culturally Appropriate Ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and settings.

Standard 2: Student will use nonverbal communication appropriate to audience, purpose and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Lesson Plan Due Date: _____

Oral Report Due Date: _____