

## Introduction to Diversity for Teachers EDF 2085

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**Office Hours:** By Appointment

**Semester:**  
**Class Meets:**  
**Meeting Time:**  
**Location:**

**Course Description:** Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. A minimum of 15 hours of field-based experience working with diverse populations of children and youth in schools or similar settings is required. The field experience should not be via vertical modes of film or Internet. **Credits:** 3

**Required Texts:** 1. Cushner, K. McClelland, A., & Safford, P. (2012). *Human diversity in education: an intercultural approach* (7<sup>th</sup> ed.). Boston, MA: The McGraw-Hill Companies, Inc. ISBN 978-0-07-811027-6

### Course Objectives:

1. Students will compare and contrast differences and similarities among cultures.
2. Students will analyze and discuss how multiculturalism impacts students, teachers, and schools.
3. Students will research and identify methods and benefits of culturally-responsive teaching, including recognition of the needs of special education students and of English Language Learners.
4. Students will define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement.
5. Students will identify and outline federal and state laws affecting students from diverse populations.
6. Students will review instructional practices appropriate for students with exceptionalities and delineate the typical accommodations to make in the classroom by type of exceptionality.
7. Students will use case studies to determine and explain the influence of family and community upon the needs of diverse students in the schools.
8. Students will examine and describe how one's personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process.
9. Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts on students and the learning environment.

**Hybrid Course:** Hybrid is the format of course delivery that combines the traditional classroom setting with out-of-class activities like online discussions all through Blackboard. With the exception of the minimum computer skill requirements, students enrolling in hybrid courses should have nothing to fear about. In an age of technology where teachers are required to master the skills of using technology, students enrolled in hybrid courses will get the best of worlds.

This course will utilize Blackboard to deliver some content, assignments, and assessments. Students should have access to a computer and the Internet in order to access this material and are expected to check the Blackboard course every 48 hours to complete assignments and for communication from the instructor. Additionally, all feedback will be given in Blackboard. Therefore, grades and feedback can be found in My Grades in Blackboard. If problems with Blackboard occur, contact the Blackboard help desk immediately at [Onlinehelp@valenciacollege.edu](mailto:Onlinehelp@valenciacollege.edu) or by calling 407-582-5600.

**Communication:** Students are expected to check Blackboard *Messages*, *Announcements*, *My Grades*, and “Ask the Instructor” *Support Forum* each time they log into the course. The instructor will send periodic emails to the class and individual students as the need arises and will answer personal questions in the Blackboard *Messages* tool. Students should ask their course-related questions in the *Support Forum* called “Ask the Instructor” so that the class can see the question and the instructor’s answer. The instructor will post a weekly *Announcement* containing a list of assignments to be completed. Additionally, *Announcements* will be posted when the need arises. Finally, students should check *My Grades* for feedback on all assignments.

**Valencia Student Core Competencies:** The faculty of Valencia College has established four Core Competencies that describe the learning outcomes: THINK, VALUE, COMMUNICATE and ACT. These general competencies can be applied in many contexts and must be developed over a lifetime. They specify how learning can be expressed and assessed in practice. They enable students and faculty to set learning goals and assess learning within and across the many disciplines of human inquiry. Further details about these competencies can be found at <http://valenciacollege.edu/competencies>.

**Student Code of Classroom Conduct:** Valencia is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. For more information, see <http://valenciacollege.edu/generalcounsel/>.

**Academic Honesty:** All forms of academic dishonesty are prohibited at Valencia College (Policy Number 6Hx28: 10-16). These include, but are not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive. **You must reference all sources used for all assignments using APA.** If you adapt a lesson or use information from the Internet, a teacher’s guide, or any other source to create or complete an assignment, you must include a reference page at the end of the assignment. Plagiarism will not be tolerated. For more information, see <http://valenciacollege.edu/generalcounsel/>.

**STUDENTS REQUIRING ACADEMIC ACCOMMODATION:** Students with disabilities who qualify for academic accommodations must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. For more information, see <http://www.valenciacollege.edu/osd/> or visit West Campus SSB, Rm. 102. Ph: 407-582-1523 Fax: 407-582-1326 TTY: 407-582-1222

**Attendance Policy:** Because so much of the learning experience in this class is interactive and participatory, attendance is mandatory. After **three** absences, you will receive an excessive absence notification. After **five**, you may be withdrawn from the course. If you must miss class, you are expected to notify the instructor via email as soon as possible.

**Withdrawal Date:** To receive a “W” for this course, you must withdraw by

**Make-Up Policy:** Due to the structure of this course and the fact that attendance is mandatory during each class period, NO make-up will be allowed.

**Electronic Devices:** Electronic devices should not be used in class without approval from the instructor. Texting, checking email, surfing the web, checking Facebook, etc. are prohibited in this class.

**Possible Necessity of Schedule/Content Modification:** Course schedule and/or content may be changed at the professional discretion of the professor.

<b>Student Learning Outcomes:</b> After the completion of this course, the student should be able to. . .	by completing the following assignments:	Chapter(s) in Text
1a. Identify characteristics, practices, and beliefs of diverse cultural groups. FEAP: 2	Article Discussions Culture Presentations	Chapter 6
1b&7. Describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience. FEAP: 2	Article Discussions Reflection Papers	Chapters 6, 7, 8, 9, 10, 11, 12, and 13
2,3&8. Discuss and apply reflective practices to determine how one's personal value system, attributes, stereotypes, and prejudices may influence the teaching and learning environment for teachers and students. FEAPs: 2 & 5	Field Experience Reflection Journal Reflection Papers	Chapter 5
2&3. Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variant of grade levels. FEAPs: 1 & 2	Field Experience Lesson Evaluations	Chapter 4
4a. Demonstrate knowledge of the characteristics and special needs of students with exceptionalities. FEAP: 2	Exceptionality Presentations	Chapter 12
5. Research and discuss the provisions and mandates of federal and state laws affecting the educational experiences of students from diverse populations. FEAPs: 2	Class Discussions	Chapter 2

6. Identify key instructional practices associated with effective teaching of students with exceptionalities. FEAPs: 1 & 2	Field Experience Reflection Journal Exceptionality Presentations	Chapter 12
9. Identify and discuss the affects of discrimination, bullying, alienation, and violence on students and the learning environment, and determine how to help counteract the affects. FEAPs: 2	Article Discussion Class Discussions	Chapter 2

**Team Presentations:** Students will form teams of 4 to create culture and exceptionality presentations.

1. **Culture Presentation:** Each team will choose 2 cultures and create a PowerPoint presentation to present to the class. The instructor has a list of approved topics for these presentations. Grades will be based on each individual presentation. See the Assignment and Grading Form in Blackboard for specific details. FEAPs: 2
2. **Exceptionality Presentation:** Each team will choose 1 exceptionality and create a PowerPoint presentation to present to the class. The instructor has a list of approved topics for these presentations. Grades will be based on each individual presentation. See the Assignment and Grading Form in Blackboard for specific details. FEAPs: 1 & 2

**Reflection Papers:** Three times during the semester, a reflection paper will be written. It should address the questions located in the corresponding Assignment in Blackboard. The paper should be approximately 2 pages in length and submitted by the due date in Blackboard. FEAPs: 2 & 5

**Attendance:** 10 points will be deducted from the attendance grade for each absence from class.

**Field Experience Reflection Journal:** Students must complete a 15 hour field experience. A journal will be kept and posted to the Journal Forum and will consist of 7 entries. The journal should not only include specific observations of the content reflected in this course, but the student's thoughts and feelings about the events that happen in the classroom as they relate to Diversity. Each journal entry should have 2 parts. The first part should contain your observations and the second part should contain your reflection. Part 2 should be the focus of this assignment. The Observation Log must be submitted as verification of completion of the 15 hours. This assignment will not be graded if the Log is not submitted. **Students will not receive a passing grade for this course if the completed Observation Log is not submitted.** FEAPs: 1, 2, & 5

**Quizzes:** Each chapter will have a quiz that must be completed in Blackboard before coming to class on the day that the chapter will be discussed.

**Online Discussions:** Discussions can be found in Blackboard. All discussions will follow the 1-3-2 Rule. Students should post an original response to the prompt and respond to at least 2 other students' responses. Additionally, students should read at least 3 other responses. Each Discussion Topic is worth 10 points and will be graded as follows: Original response is worth up to 5 points, and replying to at least 2 other students' responses is worth up to 5 points. This is considered minimum participation and additional participation in the discussion topics is encouraged. Points will be deducted for late responses (one point per day late) and for missed replies. FEAPs: 1 & 2

**Portfolio Entries:** 3 assignments or activities must be placed in the student's e-Portfolio in Atlas before the final exam week. The student will choose the assignments or activities that they feel best show evidence of the FEAPs. The student must include the assignment and a reflection that lists the FEAPs covered by the assignment or activity and a reflective explanation of how the assignment meets the listed FEAPs.

**Writing Requirements:** All formal assignments should adhere to standard written English. All assignments should be typed, double spaced, in size 12 font and in Times New Roman. All references should be in APA format. If you have any doubts about your writing skills, please go to the Writing Center in Building 3, Room 100 for assistance.

**Weekly Learning Modules:** Weekly Learning Modules are found in Blackboard and students are expected to complete all assignments BEFORE coming to class.

**Evaluation:** All assignments will receive the following points.

Culture Presentations	100 points
Exceptionality Presentation	100 points
Reflection Papers	150 points
Attendance	100 points
Online Discussions	110 points
Field Experience Reflection Journal	150 points
Portfolio Entries	50 points
Quizzes	140 points
Final Exam	<u>100 points</u>
Total	1000 points

**Grading Scale:**

900 – 1000 points	A
800 – 899 points	B
700 – 799 points	C
600 – 699 points	D
Below 600 points	F

**Communication Protocol**  
**EDF2085**  
**Hybrid Course**

**Communication is very important in a hybrid course** and the medium used in this delivery model is written communication. Written communication can be difficult in that there are no nonverbal cues present. Make sure to be concise and professional when communicating in this course and to use the course Communication Tools appropriately. Students should review the [Rules of Netiquette](#) and follow them at all times when communicating in writing for this course.

**Communication Expectations:**

1. Students are expected to check Messages, Announcements, My Grades, and the Ask the Instructor Discussion Forum for communication from the instructor.
2. Students are expected to contact the instructor immediately should a problem occur that will affect meeting course deadlines. This communication should be sent through Messages.
3. If you have questions or issues in this course, you must let me know so I can work with you to solve them.
  - If you have **course-related questions**, please access the **Support Forum** through the course menu and create a thread in the **Ask Your Instructor forum** with your question. I will answer your question for you and the class usually within 48 hours. Remember if you have a question, other students may have the same question, so don't hesitate to ask. To do this, follow these steps:
    - Access the Support Forum (under Communication) from the Course Menu on the left.
    - Select the Ask Your Instructor forum from the list.
    - Select Create Thread and type your question into the text box. Make sure to include a subject on the subject line. Then click Submit. You should see your message in the list at the bottom.
  - If you have a **personal concern or issue**, please use the **Messages** tool to contact me. I will usually respond to you within 48 hours. To do this, follow these steps:
    - Access Messages (under Communication) from the Course Menu on the left.
    - This program works like email. Select my name from the box and move it over.
    - Type a subject on the subject line and your question in the text box. Then click Submit.

**I will use the following tools to communicate with you.** In addition to the Ask Your Instruction forum, you should check these areas of the course every time you log into the course.

- **Announcements:** The instructor will post a weekly *Announcement* containing a list of assignments to be completed. Additionally, *Announcements* will be posted when the need arises.
- **Messages:** The instructor will send periodic emails to the class and individual students as the need arises and will answer personal questions in the Blackboard *Messages* tool.
- **My Grades:** Students should check *My Grades* for feedback on all assignments. Completed Rubrics will be attached to the Assignment by the instructor and can be accessed once the Assignment has been returned to the student.

**Discussion Protocol**  
**EDF2085**  
**Hybrid Course**

**The Discussion Forum topics are a practical extension of the concepts of diversity.** They are used to encourage peer interactions and to promote critical thinking with the course content. All students are expected to participate fully in these activities. In order to do so, students should follow the protocol below.

**Due date and grading criteria for discussions:**

1. Original responses to discussions are due by Midnight on the Thursday that the discussion is assigned in the course schedule. (Up to 5 points)
2. Replies are due by Midnight of the following Tuesday. See syllabus schedule for specific dates. You must reply to 2 other student's original responses to receive full credit. (Up to 5 points)
3. Late responses will receive a reduction in points equal to the number of days late.
4. Inadequate responses and missing replies will constitute a reduction in points.

**How to post a message to this forum:**

- After accessing the Discussion Forum from the Learning Module, Click on the "Create Thread" button.
- Type in your subject on the subject line, and compose your discussion response.
- Click on the "Submit" button when you are ready to post your discussion topic.

**How to reply to a message in this forum:**

- After reading another students response or a reply to your response, click on the "Reply" button.
- Type your reply into the text box.
- Click on the "Submit" button when you are ready to post your reply.

**A Quality Response:**

- Answer each part of the question thoroughly.
- Write about a paragraph (Several sentences) for each part/question.
- Be concise yet thorough.

**A Quality Reply:**

- Addresses what was in the original post or reply that you are commenting on.
- Expresses your ideas thoroughly but concisely.
- Is more than encouragement or agreement.