



**Lamar University**  
College of Education and Human Development  
Department of professional Pedagogy  
“Preparing Educators for a Changing World”

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation students also develop dispositions and habits of mind needed for “self-learning” and “lifelong learning,” that will equip them to encounter problems and change with confidence.

**PEDG 2342-48 - DIVERSITY OF LEARNERS**  
**ONLINE – FALL – 2017**

**Course Website:** <https://luonline.blackboard.com/>

**Instructor:** Dr. Cristina Ríos

Office Hours: TUE 1:30 PM to 5:30 PM; WED 1:00 to 3:30 PM; THR 11:00 AM to 12:30 PM

E-Mail: Use the **Blackboard e-mail** for communication

Alternate e-mail for **emergencies:** [riosc@lamar.edu](mailto:riosc@lamar.edu)

**Course Description:**

A study of new diversity in the classroom and how the community may affect learning. Students will learn how to create a classroom environment in which the diversity of the group and the uniqueness of individuals are recognized and celebrated. This course is designed to provide pre-service teachers with the knowledge, skills, attitudes, and strategies to provide appropriate instruction for diverse learners.

**Prerequisites:** Consult with your advisor.

**Required Texts:**

Links to the required texts listed below are available in Blackboard. You don't have to buy textbooks.

Trumbull, E., Pacheco, M., 2005, *Leading with Diversity*, Brown University (hereafter **LEADING**) [link available in Blackboard]

Trumbull, E., Pacheco, M., 2005, *The Teacher's Guide to Diversity: Building a Knowledge Base, Volume I & Volume II*, Brown University (hereafter **GUIDE**) -- [link available in Blackboard]

*Building the Legacy: A Training Curriculum on IDEA 2004* (hereafter **IDEA**) [link in Blackboard]

*Code of Ethics and Standard Practices for Texas Educators* [Link available in Blackboard]

**Additional online readings are in the schedule and in Blackboard.**

**ACCESS TO A HIGH-SPEED COMPUTER INTERNET CONNECTION IS REQUIRED.**

**(Mobile devices might not open all course material. See computer requirements below)**

**Course Goals:**

As a result of this course the student will be able to demonstrate the following knowledge, skills, and dispositions. All online activities and assessments will be related to the learning outcomes listed below.

The student will demonstrate an understanding of cultural diversity and all its ramifications as they relate to social and educational issues, as well as K-12 classroom applications, in order to successfully work with diverse students.

The student will demonstrate awareness and appreciation for the nature of a multicultural classroom, students' cultural heritage, perspectives, learning styles, interests and needs, which in turn will aid in creating a classroom environment that recognizes and celebrates diversity and uniqueness.

Class activities and **assessments** will be related to the **learning outcomes** listed below.

**Course Objectives and Intended Student Learning Outcomes:**

As a result of active participation in this course it is expected that the student will be able to:

- Analyze the relationships between race, ethnicity and culture.
- Identify major issues affecting diverse learners in the K-12 classroom.
- Give examples of culturally relevant instructional approaches and effective teaching strategies and technology for the multicultural classroom.
- Analyze and discuss issues of children in poverty and the impact poverty can have on student learning.
- Evaluate instructional strategies for different learning styles, English Language Learners, culturally diverse students and students with exceptionalities.
- Compare and appraise instructional program models for English Language Learners.
- Describe the special education process under the *Individuals with Disabilities Education Act (IDEA)*.
- Investigate and discuss the overrepresentation of culturally and linguistically diverse children in special education.
- Explain how a teacher can support the learning needs of students with Dyslexia.
- Recognize bullying behaviors and devise strategies to intervene appropriately when bullying occurs.
- Examine issues surrounding families of diverse learners and discuss the importance of sensitivity to cultural differences when communicating with families.
- Evaluate ethical and unethical educator practices in the instruction of diverse learners.

**Educator preparation standards addressed:**

The course includes standards from the Texas State Board of Educator Certification (SBEC); TExES PPR Standard II; English as Second Language (ESL) Standards; pertinent Dyslexia Standards and standards recommended by national specialty organizations. The standards of this course reflect the TExES examinations, required for certification.

### **TExES Pedagogy and Professional Responsibilities (PPR)**

**Standard II** - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence

#### **Creating an Environment of Respect and Rapport**

##### **Teacher Knowledge: What Teachers Know**

The beginning teacher knows and understands:

- 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students

##### **Application: What Teachers Can Do**

The beginning teacher is able to:

- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative;
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
- 2.21s respect students' rights and dignity.

Find the complete Pedagogical and Professional Responsibilities (PPR) standards at:  
[www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147484798&libID=2147484797](http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147484798&libID=2147484797)

#### **ENGLISH AS SECOND LANGUAGE (ESL) STANDARDS**

##### **Teacher Knowledge: What Teachers Know**

- 1.2k functions of language and registers of language (e.g., social versus academic language) in English;
- 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.
- 3.4k the role of the linguistic environment and conversational support in second language acquisition;
- 7.1k strategies for effective advocacy for ESL students;
- 7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments;
- 7.3k ways in which community members and resources can positively affect student learning in the ESL program.

Links to the complete ESL standards and Dyslexia Standards are available in Blackboard.

**Course Outline:**

- I. COURSE INTRODUCTION
- II. MULTICULTURAL EDUCATION
- III. CULTURE
- IV. CULTURE IN THE CLASSROOM
- V. CHILDREN IN POVERTY
- VI. RACE & ETHNICITY
- VII. LANGUAGE
- VIII. ENGLISH LANGUAGE LEARNERS
- IX. EXCEPTIONALITY
- X. DISPROPORTIONALITY AND OVERREPRESENTATION
- XI. INDIVIDUALIZED EDUCATION PROGRAM
- XII. FAMILIES & COMMUNITIES
- XIII. EDUCATION THAT IS MULTICULTURAL
- XIV. GIFTED AND TALENTED STUDENTS
- XV. SUBMISSION OF FINAL PROJECTS

**Course Required Performance Tasks and Projects:****ONLINE ASSIGNMENTS**

For this class you are required to participate online and complete all online assignments, including readings, watching videos, visiting websites, etc. You should read the material in advance and be prepared to post the required comments per the schedule. You are expected to contribute to the online class discussion in Blackboard. Guidelines for each task will be provided online. All online interactions should be made with the proper respect.

**COURSE REFLECTION PORTFOLIO**

For this class you will keep a course Reflection Portfolio. Individual reflections will be prepared as assigned. The list of required Reflections is in the posted class schedule. Reflections should be comprehensive and meaningful. Reflections should demonstrate that you have studied and learned the material; and have given serious thought to the issues, especially as they relate to the impact on the children in your future classroom. Follow the guidelines in Blackboard. Post your Reflections in your Blackboard portfolio, per the schedule.

**DIVERSITY ESSAY**

The essay will be submitted on-line, per the schedule, in Microsoft Word format. Select one or two issues from the texts, **LEADING, GUIDE, or IDEA**. Write an essay discussing how the issues addressed in the selected book chapter(s) are important for you as a teacher in order to successfully teach children from diverse cultural and linguistic backgrounds; and/or children with exceptional needs. Guidelines for the Diversity Essay are included in Blackboard. Your essay should demonstrate that you have met the overall objectives of the course. As you prepare your Diversity Essay keep in mind our course objectives.

### CASE STUDIES

In the last few days of the course you will have to answer two Case Studies related to the content of the Diversity of Learners course. Your responses will confirm that you have understood key issues in the readings and that you are meeting the course objectives. The Case Study strategy has been selected because it allows for high level analysis, synthesis, and evaluation. The Case Studies will be available to you per the schedule. Instructions will be provided.

### OTHER ACTIVITIES

You will be notified of other online activities which will enhance your learning experience.

### Reading Assignments:

This is an **intensive online class**, requiring a **substantial amount of reading**. Reading assignments for each class session are in the posted schedule. Readings are to be completed and ready for online discussion on the dates noted. Reference to **LEADING** is to *Leading with Diversity*. Reference to **GUIDE** is to *The Teacher's Guide to Diversity: Building a Knowledge Base, Volumes I & II*. Reference to **IDEA** is to *Building the Legacy: A Training Curriculum on IDEA*. **[The IDEA material is comprehensive and includes handouts, PPT slides, etc.]** Additional readings are listed in the course schedule and set up in Blackboard.

### Participation:

This class **requires** online participation for the benefit of the individual student and the class as a group. Students need to complete all the online class assignments to receive full credit. Online activities are planned to foster learning and interaction among the class members. All members of the group are expected to contribute in an effective and positive manner to the online class discussions. In addition to posting **your own** entries in **every** class discussion, you should read **ALL** the comments posted by other class members, and answer to **AT LEAST TWO** of their postings in **EACH** discussion. **Points will be deducted for missed participation in the class discussions.** Respect is required in all communications. Online class participation and contributions to the learning experience of the group are a substantial part of the final grade for this course.

Since the PEDG 2342 is a three (3) credit hours course requiring **45 contact hours** plus completion of projects; At the end of the term, you should have worked in the course website for at least 45 hours as recorded by the Blackboard tracking system.

**Blackboard has a student tracking system, which tells the instructor how much actual time you spend in each online assignment**

You should log into the course Blackboard website **at least three separate days each week**, during the duration of the course; and you should work in the course assignments in Blackboard a minimum of **three hours each week**. If necessary, you can work during the weekend. The time spent in Blackboard should be comparable to the time you would spend in the classroom in

a three (3) credit hours course. Each missing day of the required Blackboard participation and attendance will count as an **absence** and will result in **grade points reduction** in participation.

Upon logging in to Blackboard, you should check for any **announcements, emails**, and new material posted on the home page by your instructor. You should follow the schedule; study the content material in the web-links; and actively **participate in the class discussions**.

### **Academic honesty:**

Plagiarism on assignments, including copying assignments from other students, the Internet, books and other sources, or using assignments previously used for other courses or any other purpose, will not be tolerated and could result in FAILING the course. Students will be reported for academic dishonesty to the university authorities and treated according to the guidelines established by the university.

The Lamar Student Handbook defines plagiarism as follows:

**“Plagiarism** shall mean the appropriation of another’s work or idea and the unacknowledged incorporation of that work or idea into one’s own work offered for credit.”

Copying material from the internet or anywhere else and using it in the online discussions or assignments is **Academic dishonesty**. The Essay, Case Studies and Reflections **MUST** be your own work. All the assignments **MUST** be prepared exclusively for this course.

Students are responsible to understand how to avoid plagiarism and to be familiar with APA citation rules and follow them. **Sources for ALL the materials must be properly cited**. Claims of lack of knowledge or that the submitted assignment was just a draft will not be accepted. Check your assignments carefully before turning them in.

### **Special Needs Accommodation:**

It is the policy of Lamar University to provide equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Any student with special needs requiring accommodation should notify the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu). Students that have been assigned academic adjustments and/or accommodations are required to identify their needs to faculty members by presenting an accommodation memorandum from the DRC.

### **Class Rules and Online Behavior:**

Online communications and behavior in the course must conform to the university policy. Only students properly enrolled in the class are permitted to participate. Class members, and the professor are considered part of a learning team; all online interactions should be made with the proper respect. In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university.

### **E-mail and Blackboard:**

Blackboard has an e-mail tool for use by the students and the instructor. The Blackboard e-mail will be the official method of communication for this class. You should contact Dr. Ríos using the e-mail feature in Blackboard; **DO NOT** try to reach her by phone. If your e-mail needs a response, you will get an answer within 48 hours after you send it, Monday through Friday.

## Computer Skills and Technology:

### COMPUTER SKILLS REQUIRED

Students taking this course must be skillful in the use of MSWORD, and all its features; know how to handle PDF documents; prepare Power-point presentations; download and upload documents to Blackboard; post messages in Blackboard; participate in online discussions, use the Blackboard e-mail tool for course communication, etc.

### COMPUTER AVAILABILITY & TECHNOLOGY REQUIREMENTS

Students taking online courses are responsible for having access to a computer, with appropriate memory and software, including Adobe Reader (.pdf), Microsoft Word, Power Point, Firefox browser, Flash Player and a high-speed internet connection capable of viewing online videos. The Lamar computer labs are available, in case of an unforeseen emergency, and you should know the labs schedule. **You should be aware that some hand held devices might not open all of the course material.**

You are responsible for maintaining a valid **Username** and **Password**. **Remember that passwords periodically expire. Personal computer problems or expired passwords are not valid reasons for lack of participation; or for missing deadlines or exams.**

### TUTORIALS & TECHNICAL SUPPORT

All students taking this course are required to take the Blackboard tutorials provided by the Lamar University Center for Distance Education and become familiar with the Blackboard system. Any technical questions not addressed in these tutorials should be directed to the staff in the Center for Distance Education.

If there is need of technical assistance with Blackboard, you should call the Blackboard Help Desk Phone: **(409) 880-7849 or (409) 880-2222**, and **not the instructor**. Technical help with Blackboard after hours (5 P.M.-8 A.M.), on weekends, or on holidays, is available at **1-866-321-7170** (toll free). The website of the Lamar University Center for Distance Education has contact information for technical support at <http://luonline.lamar.edu/blackboard-support/index.html>

## Official Enrollment and Withdrawal:

It is your responsibility to make sure that you are officially enrolled in this course. If you decide to withdraw from the course you **MUST** do it officially, and **BEFORE** the last day to withdraw without academic penalty. Failure to do so in time may result in a failing grade, in accordance with Lamar policy.

## Syllabus subject to change:

Students will be informed of any syllabus changes.

**Grading:**

Your online class participation, participation in online assignments, your Reflection Portfolio, your Diversity Essay, and Case Studies constitute your final grade. Points are assigned for each assignment and activity. Late work will receive a reduced grade. All work must reflect a high level of quality. Any work reflecting less than a high level standard may receive a lower grade.

LATE SUBMISSIONS WILL RESULT IN REDUCED GRADE OR ZERO. Prepare your assignments in advance and submit them a couple of days **before** the deadline. If you decide to wait until the last moment, you are taking the chance of missing the deadline and perhaps failing the course.

**Three (3)** points will be deducted for missing participation in a blog [**not** posting an entry **and** at least **two** interactive comments]. Missing participation in more than **six (6)** class discussions [blogs] may result in failing the course. You can participate as long as the blog remains open. Blackboard will automatically close the blogs after the posting period.

**DETAILS OF GRADING CRITERIA**

Grading scale:	
A	= 90 -- 100
B	= 80 -- 89
C	= 70 -- 79
D	= 60 -- 69
F	= 59 or LESS

GRADING POINTS	
<b>Online Participation:</b>	<b>0 – 40</b>
Includes:	
➤ participation in discussions,	
➤ attendance, etc.	
<b>Reflection Portfolio:</b>	
<b>Reflections [4x7]</b>	<b>0 – 28</b>
<b>Diversity Essay:</b>	<b>0 – 16</b>
<b>Case Studies: [2x8]</b>	<b><u>0 – 16</u></b>
<b>TOTAL</b>	<b>100</b>

**Note: The syllabus and the schedule are subject to change**

**APPENDIX: University Emergency Procedures**

## University Emergency Procedures

### Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

Following are procedures for the first two:

#### Severe Weather

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

#### Violence/Active Shooter (CADD)

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
  - **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
  - **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
  - **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.
- Academic Continuity Statement – the following is required:

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage ([www.Lamar.edu](http://www.Lamar.edu)) for instructions about continuing courses remotely.