EDFN 5302 – STUDIES IN EQUALITY OF EDUCATIONAL OPPORTUNITY
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Fall 2011; Tuesday, 7:00-9:30 PM

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CONFERENCE HOURS: Monday and Wednesday-2:00-4:00 PM
Tuesday- 4:00-6:00 PM
Before or After Class or by Appointment

COURSE SYLLABUS

I. Course Description:

This course will examine issues and perspectives concerning education in a culturally diverse society. The experiences and concepts associated with cultural pluralism, including ethnicity and race, socioeconomic status, gender, language, religion, and exceptionality will be studied relative to educational experiences in classroom or related professional settings.

II. Rationale:

This course is part of the foundational components of all College of Education professional degrees at the Masters level. The course aims to prepare educational professionals to work in the culturally diverse society of the United States.

III. State Adopted Proficiencies for Administrators:

The state-adopted proficiencies covered in this course include the following:

1. Learner-Centered Climate. The administrator establishes a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

2. Learner-Centered Curriculum and Instruction. The administrator facilitates the presentation of sound curriculum and appropriate instructional strategies designed to promote optimal learning.

3. Equity in Excellence for all Learners. The administrator promotes equity in excellence in all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

III-A State Adopted Proficiencies for Teachers:

The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
2. Equity in Excellence for all Learners. The teacher responds appropriately to diverse groups of learners.

IV. TExES COMPETENCES

DOMAIN I – Designing Instruction and Assessment to Promote Student Learning

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote student learning.

Competency 004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

DOMAIN II – Creating a Positive, Productive Classroom Environment

Competency 005 The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

DOMAIN III – Implementing Effective, Responsive Instruction and Assessment

Competency 007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

DOMAIN IV – Fulfilling Professional Roles and Responsibilities

Competency 011 The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

SCHOOL COUNSELOR STANDARDS

DOMAIN I Understanding Students

Learner Centered Equity and Excellence for all Learners: The professional counselor promotes academic success for all learners by acknowledging, respecting and responding to diversity while building on similarities that bond all people.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
The beginning school counselor:

- Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- Knows and applies strategies for positive, effective communication with students and their families.
- Understands student differences (e.g. in relation to culture, economics, gender, ethnicity, and learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
- Understanding characteristics and needs of all students who are members of special populations (e.g. gifted and talented, homeless, migrant, special education).
- Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- Advocates for a school environment in which diversity is acknowledged and respected.

**TEXES COMPETENCIES FOR PRINCIPALS**

**Competency 002** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- Communicate effectively with families and other community members in varied educational contexts
- Apply skills for building consensus and managing conflict
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

**COMPETENCY 003** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- Apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities
- Serve as an advocate for all children
- Promote the continuous and appropriate development of all students
- Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

**COMPETENCY 006** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.
V. **Course Objectives:**

The learners will be able to:

Define vocabulary pertinent to cultural diversity, cultural and multicultural concepts;

Explain how cultural values impact education;

Discuss the process of becoming multicultural;

Discuss the historical and legal development of multicultural education;

Define and explain the causes of prejudice, discrimination, and racism, and how it might be changed;

Explain how cultural values impact learning styles and learning;

Analyze the deep culture and surface culture elements of a particular cultural group;

Explain teaching strategies that have been found effective for ethically and linguistically diverse populations;

Explain how teacher expectation impact student achievement;

Evaluate educational materials for cultural sensitivity;

Evaluate school curriculum for cultural sensitivity;

Explain how student lessons can be made more multicultural;

Describe successful educational programs that meet the needs of diverse populations;

Discuss the different levels of a multicultural curriculum.

Discuss program requirements for bilingual education programs, migrant programs, gifted and talented programs, and inclusion.

Examine children’s multicultural literature.

VI. **Course Topics:**

The following topics will be covered in this course: The processes of enculturation, assimilation, acculturation, cultural diversity, cultural pluralism, racism, prejudice, discrimination, multiculturalism, multicultural curriculum development, cultural sensitivity, teacher expectations and student achievement, surface culture, deep culture, culture and learning, bilingual education, learning styles, inclusion, exceptionality, special populations, compensatory education, and integrated instruction.
VII. Instructional Methods and Activities:

Methods and activities for instruction for this course will include:

A. Traditional Experiences (lecture/discussion, demonstrations, and audio visuals).

B. Clinical Experiences (group work, process, cooperative learning, student presentations, role-play, simulation, and journaling).

VIII. Evaluation and Grade Assignment:

1 Major Exam: *Educating Everybody’s Children* 200 pts.
Final Exam 100 pts.
Group Movie Viewing and Class Presentation 200 pts.
Chapter Group Presentation: *Closing the Achievement Gap* 200 pts.
Group Presentation on a Culture (Oral/Written) 200 pts.
Attendance/Participation 100 pts.

The methods of evaluation and the criteria for grade assignment are:

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IX. TEXTS:


X.

Supplemental Reading List for EDFN 5302


### IX. COURSE POLICIES

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Friday November 4, 2011** is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**

Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**

All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).
Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
Competencies for Chapter Quizzes

Educating Everybody’s Children: Diverse Teaching Strategies for Diverse Learners

Preface

1. List 3 specific changes in demographics that are affecting U.S. schools.
2. Explain the findings of the Education Trust 2006 report.
3. Explain the concept of “pedagogy of poverty.”
4. Discuss briefly the research of Dougherty and Barth, 1997.
5. List the most important fact that has been learned as a result of the school reform movement.
6. Explain the concept of a “pedagogy of plenty.”
7. List 6 strategies found in a “pedagogy of plenty.”

Chapter 1 Pages 1-16

1. Explain three findings related to student expectations.
2. Explain the findings of the research of Knapp and Shields, 1990.
4. Explain the research findings on disciplinary practices for minority children.
5. Explain how testing can have a negative impact on minority children.
6. Explain how students that do not know English should be taught in the early grades.
7. Explain three social configurations or settings for students to work.
8. Give an example of a reality based learning approach.
9. Discuss an example of interdisciplinary teaching.
10. List and briefly explain the 5 major factors in the Dunn and Dunn model of learning style.

Chapter 1 Pages 16-40

1. List 5 of the 7 starting points by which teachers can create a classroom “language of cognition.”
2. List the four techniques that Burroughs found that guide the learning process.
3. Explain the concept of a multicultural teaching approach.
4. List 3 examples of alternative methods of assessment.
5. List 3 techniques recommended by advocates of accelerated learning.
6. List 5 main focal points for implementing brain compatible instruction.

Chapter 2 Pages 41-70

1. List three facts related to graduation rates among minorities.
2. Explain three findings related to Closing the Achievement Gap.
3. List 6 of Zeichner’s approaches for teaching diverse populations.
4. List 7 strategies for meeting the needs of culturally diverse students.
Chapter 2 Pages 71-97

1. Explain the Thomas and Collier research on the best programs for bilingual students.
2. List and briefly explain 7 strategies for teaching linguistically diverse students.

Chapter 3 Pages 98-122

1. Briefly describe the current state of reading instruction. Give three findings or facts.
2. Explain how NCLB has helped or hindered reading.
3. List three strategies that hinder reading progress.
4. Explain how reading aloud helps students.
5. Explain what is meant by a “literacy rich environment>”
6. List and briefly explain five of the assisted reading methods.
7. Select 2 strategies from 3.6 to 3.12 and give an example of how to implement each.

Chapter 4 Pages 123-149

1. Explain what Sztajn found in his research regarding teaching math.
2. List and briefly explain 6 strategies for improving the teaching of math.

Chapter 5 Pages 150-171

1. Explain the current state of writing according to the NAEP results.
2. Explain how reading and writing are alike and different.
3. List and briefly explain 6 strategies for improving writing in the schools.

Chapter 6 Pages 172-191

1. Explain how to enhance students’ achievement in social studies.
2. List three issues related to classroom climate that can enhance social studies instruction.
3. Explain how visual tools can be used in social studies.
4. Choose two strategies from 6.2-6.4 and give an example of how it can be used to improve social studies instruction.

Chapter 7 Pages 192-218

1. List five of the science standards issued by the National Research Council and the National Science Teachers Association.
2. Explain what “scientific literacy” means.
3. Explain three new emphasis in science curriculum.
4. Explain three new emphasis in science instruction.
5. Explain three new emphasis in science assessment.
6. List five recommendations for increasing students’ proficiency in science.

Chapter 8 Pages 219-240

2. Discuss three of immigrant’s personal and social challenges.
3. List five characteristics of schools that are responsive to immigrants.
4. Explain what teachers need to be prepared to deal with in a classroom today.
5. Discuss two of the challenges that students with limited schooling face.
6. Explain how literacy learners need to be provided different instruction from ELL’s.
7. Explain how integrated instruction or themes helps immigrant students.
Chapter 8 Pages 241-271

1. Discuss three behaviors that promote equity, comprehension, and active participation.
2. List four benefits of cooperative learning.
3. List two ways to activate students’ prior knowledge.
4. List two types of conceptual frameworks that can be used to develop new knowledge.
5. Explain reciprocal teaching.
6. Explain how to you can guide students to review and reexamine the content or major ideas.
7. Explain two ways to create a sense of community in the classroom.
8. Explain two ways to facilitate students’ participation in college and career planning.
GROUP MOVIE REVIEW AND CLASS REPORT (200 points)

Title of Movie: _______________________________________

Date of Class Presentation: ____________________________

MEMBERS OF THE GROUP HOW TO REACH

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You will work in a group to review and report one of the following movies:

- Crash
- Spanglish
- Glory Road
- Music Within
- Stand and Deliver
- Real Women Have Curves
- Freedom Writers

Directions for this assignment: Note – 50 points per each direction!

1. View the movie with your group and prepare a summary to share with the class.
2. Select a scene from the movie for its drama, humor, and/or powerful impact within the film, and share with the class explaining its significance.
3. Prepare a list of 10 issues/ideas (David Letterman Style) presented within the context of the movie that are related to our class to include in the class presentation.
4. Identify one issue/topic subject to debate and prepare a pro verses con presentation on that debate.

Note: Refer to Dr. Ruby Payne’s matrix (Understanding Poverty through characteristics of social economic status) provided in class. Review matrix before viewing the movie. While viewing, watch for content within the movie relevant to content of the matrix. Mention within presentation.

Note: Use textbook content to help you with steps 3 and 4. Throughout the semester, review and collect local newspapers for articles and editorials that relate to our class.
EDFN 5302 – Studies in Equality of Educational Opportunity

Assignment: Chapter Review and Presentation (200 points)
_Closing the Achievement Gap: A Vision for Changing Beliefs and Practices (2nd ed.)_

Title of Chapter: _______________________________________________________

Date of Presentaton: _________________________________________________

Members of the Group
______________________________________________________________
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EDFN 5302 – Studies in Equality of Educational Opportunity

Assignment: Chapter Review and Presentation (200 points)
_Closing the Achievement Gap: A Vision for Changing Beliefs and Practices (2nd ed.)_

Title of Chapter: _______________________________________________________

Date of Presentaton: _________________________________________________

Members of the Group
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<td>3. Had handouts</td>
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<td>7. Presented information in an interesting manner</td>
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(20 PTS. MAX ON EACH CATEGORY)
EDFN 5302 – Studies in Equality of Educational Opportunity

Assignment: Presentation of a Culture (200 POINTS)

Select a Culture: ____________________________________________________

Date of Presentation: ______________________________

Members of the Group

______________________________________________________________

______________________________________________________________

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Select a Culture: __________________________________________________

Date of Presentation: ______________________________

Members of the Group

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1. APPEARED ORGANIZED/READY TO PRESENT
2. USED VISUALS
3. HAD HANDOUTS
4. “HANDS ON” LEARNING/VARIED LEARNING
5. LIMITED USE OF NOTES
6. KEPT TO THE TOPIC
7. PRESENTED INFORMATION IN AN INTERESTING MANNER
8. KEPT GOOD PRESENTATION PACE/TIME LIMIT
9. INDIVIDUAL PRESENTATION
10. OVERALL PRESENTATION

TOTAL

(20 PTS. MAX ON EACH CATEGORY)
EDFN 5302 – Tentative Course Calendar

Aug. 30  Introductions, Course Expectations
  Topics: Reflection/Discussion: Prejudicial Attitudes in Society and Schools
  Deep Culture and Surface Culture
  Activity: Select Movie/Video Group Members
  Assignment: Read and Respond Chapter 1 (ASCD)

Sept. 6  Activity: Work in groups on movie/video assignment
  Assignment: Read and Respond Chapters 2 & 3 (ASCD)

Sept. 13 Activity: Work in groups on movie/video assignment
  Assignment: Read and Respond Chapters 4 & 5 (ASCD)

Sept. 20 Activity: Three movie/video presentations
  Assignment: Read and Respond Chapters 6 & 7 & 8

Sept. 27 Activity: Three movie/video presentations
  Topic: Terms and Concepts

Activity: One movie/video presentation
  Activity: Select Groups and Chapters CAG Presentation
  Work on Group Presentations
  Assignment: Read Group Chapter CAG presentation

Oct. 4  Mid-Term Exam
  Work on Group Presentations

Oct. 11  Work on Group Presentations

Oct. 18  CAG Presentations Chapters 1 & 2 & 3

Oct. 25  CAG Presentations Chapters 4 & 5 & 6

Nov. 1   CAG Presentations Chapters 7 & 8

  Activity: Select Groups – Culture

Nov. 8   Work in Groups on Culture Presentation Assignment

Nov. 15  Work in Groups on Culture Presentation Assignment

Nov. 22  Independent Research/Study

Nov. 29  Three Group Presentations – Culture Assignment

Dec. 6   Three Group Presentations – Culture Assignment
        Final Examination
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