Course Syllabus

Education 519: Globalization and Diversity in Education
Spring 2017
4 – 6:50 Tuesdays & Fridays
IVN classroom and beyond!

Instructor: Dr. Dan Conn
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Email: daniel.conn@ndus.edu
Office Hours: Tuesday and Thursday 9:00-11:00 a.m.; Friday 9:00-12:00, or by appointment

Prerequisite: Admission to the Masters of Education Program

Course website: www.ed519.weebly.com

Required Text:


Course Description

This course provides students with a study of diverse cultures. It examines curriculum and pedagogy from the perspective that all students, regardless of the groups to which they belong, such as those related to gender, social class ethnicity, race, culture, religion or exceptionality, should be ensured educational equity in school. The course provides models for appropriate choices in curriculum and instruction.

COURSE OBJECTIVES are based upon the theme of “Teachers as reflective decision-makers” and use the “ARK” (Action, Reflection, Knowledge) model of the Minot State Teacher Education program. (See the Teacher Education philosophy and mission statements in the undergraduate catalog.) The objectives below are listed according to their major emphasis within the conceptual model.

Recognizing and Valuing Diversity
• Demonstrate sensitivity to & knowledge about learning styles of a diverse group of
students, including those of racial, cultural, linguistic, gender, disability, learning style, etc. (R, A)
• Articulate how diversity affects student motivation and learning. (R, A)
• Articulate philosophy behind curricular decisions. (R, A)
• Plan instruction to bring global issues into your classroom. (A)

**Instructional Practices Accommodating Diversity**
• Include appropriate content in short and long term planning. (A)
• Demonstrate appropriate teaching strategies for diverse learners. (A)
• Develop instructional plans to accommodate learning styles and individual differences. (A)
• Identify legal principles that impact teaching diverse learners. (K, A)

**Collaborating and Teaming to Support Diversity**
• Demonstrate awareness of professional resources for working with diverse learners. (R, A)
• Demonstrate ability to collaborate effectively with other professionals, parents & other community entities. (R, A)

**CLASS ATTENDANCE and EXPECTATIONS**
• Students are expected to attend all class sessions. Students who miss classes will be expected to find out what was missed and will still be responsible for any assignments completed in class. Excessive absences (as determined by instructor) will adversely affect your final grade.

• Beyond attendance, all students are expected to participate in class activities and discussions and to be prepared with assigned reading and other assignments done prior to class time.

• Academic dishonesty of any kind will not be tolerated. Any breach of academic honesty will be grounds for a failing grade and expulsion from this course.

**Required Access to Technology**
• Microsoft PowerPoint
• All assignments must be submitted using Microsoft Word (or other software as approved by the instructor).

**Course Communication:**
I will respond to course mail and other communications within 48 hours. I expect the same response time for students.

**Table: Breakdown of Assignments and Points Possible**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tr>
<td>Book Club for <em>Deschooling the Imagination: Critical Thought as Social Practice</em>.</td>
<td>30 points</td>
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Book Club for Resegregation as curriculum: The meaning of the new racial segregation in US public schools. 30 points
Action Plan 30 points
Attendance and Participation 10 points

Total 100 points

Grading Scale
90-100% A
80-89% B
70-79% C
60-69% D
0-59% F

Description of Assignments

Book Club 60 points (30 pts each book)

Discussion (5 points per discussion)

As a key aspect of this course, we will engage in deep discussions about our courses texts Resegregation as curriculum: The meaning of the new racial segregation in US public schools by Jerry Rosiek and Kathy Kinslow and Deschooling the Imagination: Critical Thought as Social Practice by Eric J. Weiner. This means that you will need to read the assigned chapters that will be discussed before each discussion session. Be prepared to discuss a question developed by the Discussion Leader, and also come with a question or deep thought of your own to share. These sessions cannot be made up unless there is an extenuating circumstance. To receive full credit for each Discussion, you will need to do the following:

a. Come prepared to discuss the assigned reading, and develop one open-ended question or deep thought.
b. Be present for the entire discussion. Being present includes being attentive to the actual discussion, even when you are not talking.
c. You will need to answer the discussion leader’s question. You will also discuss the question or statement you created. Your discussions should include both ideas from the text as well as from your own experiences/perspectives.

Discussion Leader (10 points)
One of the skills we hope to develop in the M.Ed program, is for you to practice
teaching practicing teachers. To this end, you will lead the book club in a discussion based on ideas from the section you signed up for. Your discussion should include:

- a brief introduction, including some of your analysis, to the chapter
- at least one open-ended discussion questions for everyone to answer
- a framework for answering the questions (small group, whole group, etc.)
- a summary or a implications aspect that provides closure and transitions to the next chapter.

All discussions should be on PowerPoint format and include multi-literacies (visual images) of ideas being discussed. The discussion question must be clearly written out. Then organize a way in which for your classmates to discuss both your question and their own question/statements. The total discussion time should be at least 30 minutes but no more the 60 minutes. Your PowerPoint presentation must be emailed to the members of your book club at least 24 hrs prior to the discussion to which you have been assigned to lead.

**Action Plan Project**

30 points

After considering the many topics discussed in this course, how will you support creativity and diversity in the classroom or other educational settings? In this final assignment, you will explore ways in which to support creativity and diversity through curricular and pedagogical means. To this end, outline a strategy aimed at constructing new meanings in creative and/or diverse realms. This outline could include ways in which to include creativity and diversity more explicitly into the curriculum, but it could also employ the implicit or respond to the null dimensions of the curriculum. From a pedagogical perspective, the outline could include ways in which to teach with democracy or develop your own sense of critical consciousness with which to teach. Once you have constructed the outline, implement it into your classroom or other educational settings. After attempting to implement this strategy for four weeks, you will create a presentation to include the following: 1) how this strategy has impacted student learning 2) how you plan to continue this strategy and/or revise it according to how you perceived it impacted student learning. Your presentation should include a Power Point or visual aid. You should also use literature from the course in your presentation to support your ideas. Your presentation should be about 10 minutes long and then include about five minutes for questions. In creating your presentation, consider the following rubric:

**Class Participation**

10 points

You are expected to attend class and participate in class discussions. Attendance will be taken. You will lose points for absence at the discretion of the instructor.

Participation:
This class requires active participation. Please plan, be ready, and contribute. Being a team player is also critical to the success of all the young children for whom you are responsible. This class provides an opportunity to practice professional behavior and attitudes.

**Late Work Policy**

As you are in the teacher education program late work is especially concerning. All assignments must be ready to submit at the beginning of class. I understand that life happens, and we may need to work together to deal with significant issues that could impact your ability to participate in class and complete assignments (e.g., illness, school activities). If you communicate with me, we will create a solution to the situati

**Academic Integrity & Plagiarism**

The academic community operates on the basis of honesty and integrity. Occasionally this trust is violated when cheating occurs either inadvertently (by failing to give proper credit to the ideas of others) or purposefully when a source is copied word-for-word OR another student’s work is turned in as your own. You must put all material that is not enclosed in quotation marks in your own words. Simply rearranging the words or connecting the source’s phrases with your own words is still plagiarism. You must also credit the ideas of others by citing the source even if you put their ideas in your own words. When plagiarism occurs, a failing grade will be given for the assignment and future action may be taken according the “Academic Honesty” statement of the Student Handbook [http://www.minotstateu.edu/student_handbook.pdf](http://www.minotstateu.edu/student_handbook.pdf). Copying material from another student, whether from this semester or a previous one, is unacceptable. If this occurs, both students will receive a zero on the assignment. I am usually unable to distinguish between the person who copied and the person who was copied; therefore, you are strongly advised not to share your work with anyone. If a friend is missing material or doesn’t understand something, please advise them to come see me and I will help them. Copying another student’s work may have additional consequences, including a referral to Student Life and possible probation at MSU.

**Devices Policy**

Please use common sense with regard to electronic devices. You cannot learn effectively and are not actively involved in class if you are being continually interrupted and distracted. Please keep all cell phones on silent or on vibrate if you must have them on and quietly leave the room if you need to answer your phone. If you use a laptop or other academic-related electronic device (e.g., iPad, recording pen, laptop, voice recorder) during class, you must use it for class purposes only.

**MSU Disability Statement**

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support.
Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

**Non-Discrimination Policy**
Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity. Minot State University policy prohibits discriminatory attitudes or assumptions about persons or groups based on age, race, nationality, sex, sexual orientation, transgender status, marital status, political conviction, religious belief, ability/disability, or family responsibilities in the admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported to the Human Resource Director in the Administration Building or by calling 701-858-3352.

**Keep U Safe** ([http://www.minotstateu.edu/keepusafe/](http://www.minotstateu.edu/keepusafe/))
The mission of the Minot State University Keep U Safe Program is to foster a safe and inclusive campus community by eradicating all forms of oppression, harassment, and bias. Minot State University will not tolerate any form of sexual misconduct or irrational behavior. We provide students with the necessary resources detailing the behaviors that affect themselves and the entire campus community. Our goal is to foster a supportive environment to allow students to develop academically and socially. To better the campus community, the Keep U Safe Program offers students the opportunity to become strong advocates.

If you are someone you know experiences any form of violence, stalking, sexual harassment, or sexual assault, please don’t hesitate to reach out or contact one of the Title IX representatives listed here: [http://www.minotstateu.edu/keepusafe/who-to-contact.shtml](http://www.minotstateu.edu/keepusafe/who-to-contact.shtml)

**Title IX**
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University’s campus. These resources include:

Lisa Dooley, Title IX Coordinator
Memorial Hall, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

MSU Counseling (Confidential)
701-858-3371

MSU Campus Safety & Security
701-858-HELP (4357)
Domestic Violence Crisis Center (Confidential)
24/7 Crisis Line: 701-857-2200
24/7 Rape Crisis Line: 701-857-2500

Minot Police Department
911/701-852-0111

IMPORTANT DATES
Visit MSU’s online calendar for http://www.minotstateu.edu/calendar/ or visit
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Friday, March 10th: Last day to drop and receive 100% refund; last day to add.
Friday, April 21st: Last day to drop,
Friday, May 5th: Final (Action Plan due in TK20)

* The syllabus and schedule for this class are subject to change and students will be notified in a timely manner. I reserve the right to revise assignments, due dates, and point values listed on the syllabus. However, such adjustments will be made with the students’ needs in mind and will not result in additional work or a shorter timeframe for completion of work.