

CPSE 480: Educational and Multicultural Issues in Special Education

Instructor: Annya J. Becerra MPA, ELL/SPED

Office Hours: T 3:00-4:00 or by appointment

Fall 2015 Course Syllabus

Course Description (3 credit hours):

We are living in an ever-changing racial/ethnic/cultural society. Presently, American educators have had to come to terms with the idea that many of their students speak a language other than English, are not from the middle-class ranks, and are, for the most, economically on the margins. Educational institutions have found themselves scrambling to address the racial, linguistic, gender and social class differences of their students. It is thus more important than ever for educators to understand how to work effectively in today's diverse classrooms. Professional educators have an opportunity to organize, teach and support diversity within academic classrooms, programs and learning environments. Diversity encompasses all aspects of multiculturalism which includes, but is not limited to, race, culture, ethnicity, language, socioeconomic status, gender, sexual orientation, lifestyle, age, religion, and disabilities. Diversity necessitates change at all levels, with accompanying rights and responsibilities of all to create an environment respectful of and affirming of diversity and the multicultural voices and ways of knowing. In this environment we must all work to create success within the confines of schools and beyond.

Course Objectives:

At the end of the course, the student will be able to:

- Understand the competing definitions, conceptions, and trends of multicultural education and critically examine and conceptualize their role as multicultural educators in school reform and social change.
- Analyze and interpret the historical and ideological context of diversity and different forms of discrimination and evaluate how they translate into school structures, policies, and current practices that perpetuate inequality. This includes the ability to identify and evaluate the assumptions, bias, stereotypes and deficiencies in existing school curriculum materials.
- Acknowledge, understand, and apply knowledge of how culture and cultural identities impact learning, language development, and academic achievement of culturally and linguistically diverse populations (i.e., students learning English as a second language, students in poverty) by creating an environment and educational approaches that are inclusive of all students
- Acknowledge and follow local, state and federal laws and policies as they pertain to English Language Learners (ELLs) and students with disabilities in both theory and practice

Learning Objectives / Outcomes for CPSE 480 (see learningoutcomes.byu.edu)

Behavior Improvement Strategies	Students will recognize the role culture plays in and how it impacts the definition of appropriate behavior.
Assessment and Planning Instruction	Students will recognize how cultural and linguistic differences impact lesson planning.
Effective Collaboration	Students will recognize how cultural and linguistic differences impact collaboration with family members and other school personnel. Students will select appropriate interactive strategies for collaborating with others from different cultures.
Curriculum Selection and Teaching Methods	Students will select curriculum and instructional methods that are congruent and supportive of students with culturally and/or linguistically diverse backgrounds.
Professional Practice	Students will demonstrate respect for individuals representing different cultural and linguistic backgrounds.

READINGS

Required Textbooks:

Hoover, J. J. (2009). *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention*. Upper Saddle River, NJ: Pearson.

Grant, C. & Sleeter, C. (2009) *Turning on Learning. Five approaches for Multicultural Teaching Plans for Race, Class, Gender and Disability (fifth addition)*. Clearance Center, Inc. Danvers, MA.

**** Additional required readings available on Learning Suite for each week****

Course Requirements:

Some of the writings, lectures, films and / or presentations in this course may include material that is new, different and may challenge you intellectually and even personally. The material will bring new awareness and may even expose you to some difficult realities that are very much present in education. I have carefully selected the material we will discuss in class, and will not make any accommodations for course material.

Technology Requirements and Technical Support:

1. Regular use of a computer with internet access (expect to spend several hours online each week)
2. Access to your university e-mail account and Learning Suite. If you are unfamiliar with Learning Suite check out the on –line orientation.
3. A readiness for on-line learning

Grading

Weight of Assignments

25%--Participation (Attendance & Completion of Readings)

25%--Field Work/Action Research (Activities and Reflections)

30%--Critical Inquiry Portfolio (4 graded Assignments & a Summative Portfolio Entry)

20%--Final Group Project

100%

Grading Scale - Grades are assigned based on the following scale:

95-100	A	80-82	B-	67-69	D+
90-94	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	Below 60	F

Assignments – Late assignments will not be accepted. Discretion will be left up to the professor case by case.

Participation (25%) – Your grade in this area is based on your attendance, module completion and class participation in discussions, activities, and interactive assignments. Participation includes completing modules, actively listening, reading all required readings, and thoughtfully contributing to the weekly discussion, activities, and group work. Much of what we do in this class requires us to reflect on the implications of the material we read and discuss. Thus, your presence is important. It is expected that you will actively participate in class, complete all required online and in-class assignments, and complete your fieldwork assignment. Participation is viewed as a sign of respect for your classmates and instructors.

You are responsible for everything that is covered, distributed, or announced on Learning Suite and in class. **Course readings are to be completed PRIOR to participating in class.** It is important to

be present in your class discussions when these exercises are assigned, as they CANNOT be made-up and will be used to evaluate your participation. We will evaluate class participation not by how much you talk or write but how critically you link course material and how you are able to recognize and link material to your action research experiences and the current situation in the US educational system. **Note that participation in class requires completion of that week's reading. Failure to complete the readings will negatively affect your participation grade.**

Field Work/Action Research (25%) - This assignment allows students an opportunity to explore issues of multicultural education within the community. This course requires you to complete a minimum of **10** hours of service with marginalized linguistic and cultural diverse students and/or families/community members in Utah County. **Only a maximum of 2 hours per week will count toward your 10 hours of required volunteer time.** The point is to have **prolonged engagement** with someone who is culturally and/or linguistically different from yourself in order to build relationships with them and provide additional 'real world' perspectives to the course content. You will choose your school/educational program site from the lists posted on Learning Suite. You may propose your own site, but you must get prior professor's approval in order to proceed. It is up to you to make the necessary contacts and negotiate how you will spend your 10 hours at the action research site. Your time at the action research site during the semester may come in the form of teaching, co-teaching, tutoring, etc. Your time **should not** be spent observing classrooms, photocopying, monitoring halls, computer work, etc. **In order to participate in this field-based course, you will need to watch the confidentiality power point on Learning Suite and sign the confidentiality form and turn in to site supervisor. Failure to do so may jeopardize your ability to complete the course requirements and receive a grade for this assignment.**

Field Work Reporting Requirements:

1. Confirmation of site – once you identify your volunteer site, you will need to provide your supervisor with a cover letter and site supervisor agreement form (Posted on Learning Suite). The site Supervisor Agreement Form should be signed and submitted to as soon as it is completed but not later than Tuesday, September 23, 2015.
2. Log Activities and Reflection After each Field Site Visit. – Additionally, you will keep an activity log of your activities, hours, and supervisor signature each time you are on site along with a reflection log (See Activity Log Sheet and Reflection Log posted on Learning Suite). You will turn in a copy of the activity log (with your entries up to that point in time) to by October 28, 2015 and the original activity log with your completed hours at the end of the semester (see class schedule)
3. **NOTE: You will not receive any credit for this assignment or the critical inquiry portfolio assignment without successfully completing all assignments**

Critical Inquiry Portfolio (30%) –Over the course of the semester you will submit **4 graded assignments (Week 5, Week 7, Week 9 and Week 11) and a Final Summative Portfolio Entry. Together, these five assignments make up your Critical Inquiry Portfolio. For these assignments you are required to use analytical and critical reflection and draw on your field work reflection logs and the course readings to respond to key questions posed or which you yourself raise around course topics, readings, and your personal background that links to the work being completed at your action research site and your role as a future educator. Additional guidelines for each Graded Assignment and the Final Summative Portfolio Entry are on Learning Suite. Being descriptive or just reporting will not suffice; rather **we expect to see evidence of you challenging your current views and assumptions.** This means that you will need to think hard about the issues raise in class and perhaps raise new questions that explore and challenge your thinking more thoroughly about issues related to multicultural education. It is our hope that we all leave this class with a stronger commitment to equity, equality and ideas for how to work in school settings. **You should show thoughtful growth throughout the semester across your Graded Assignments and in your Final Summative Entry.****

Due Dates: Week 5: Sept. 30; Week 7: Oct. 14; Week 9: Oct. 28; Week 11: Nov. 11; Final Summative Portfolio Entry: Dec. 9.

Final Group School/Community Project (Project & Presentation) (20%)

Due Date: Group Presentations- December 2 & December 9; Group Final Paper- December 16.

Working with your group, you will collaboratively complete a final course project that will **provide researched information and recommendations for your field site**. The final course project is intended to give you an opportunity to learn about the resources and needs of the students you worked with, the sites you conducted your field work/action research projects in, and students' home communities. The purpose of this project is to become familiar with the communities you will enter as future educators and learn about various community resources that can assist you in the classroom. More information will be given later in the semester.

EXPECTATIONS FOR THIS COURSE

CLASS DISCUSSIONS

Because of the nature of this course, it is important that we all contribute to a safe space in which open discussions can take place in a respectful atmosphere. Even though we will actively and perhaps critically engage in dialogue, we will each bear the responsibility for contributing to an environment that is mindful of difference and above all, respectful and non-judgmental. This means that we need to agree to listen (actively) to each other to try to gain an understanding of what each of us is saying and thinking about the content. This class must be a place in which we can bring out (often differing) beliefs and discuss them without being judged as "naïve" or "ignorant" or placed into the categories of "racist" "political correct" or "sexists." For this to occur, we will need to be respectfully tentative about others' opinions and critically self-reflexive of our own, realizing that we all hold dear certain points of view and have unique perspectives on the world. We will not engage in "put downs" of any kind. We all have the right to learn, explore, change and disagree in a respectful space. **Ideas, not people are open to critique.** This does not mean that we should not actively engage or challenge each other on important issues, because when done respectfully, this is a powerful learning tool. Your comments should be tied to the course readings and research in education. Therefore, your participation grade will take into account your contributions toward maintaining a respectful yet critically engaged atmosphere.

Students are encouraged to exercise personal responsibility, self-discipline and engage in the rigors of discovery and scholarship. Your ideas are very important, respected and valued. As a member of a shared community, we must take responsibility for creating a collaborative learning space where we can be open and honest in our discussions. Avoid personal insults and confrontations when you disagree with your instructors and/or classmates. Disruptive behaviors, such as short non-substantive responses to discussion, and non-discussion or participation will result in class participation point deductions. Disrespectful behavior towards the instructors and/or any classmates will also adversely affect your participation grade and can lead to formal disciplinary action

READING ASSIGNMENTS

Students are expected to prepare for classroom discussions/activities by completing assigned readings PRIOR to class. Such preparation will help you understand the content matter more effectively and prepare you for in-class discussions, activities, and assignments.

ATTENDANCE POLICY

Attendance and online participation are essential for the completion of this course. Attendance will be checked at the beginning of class and your online course access and participation statistics will be monitored. More than 3 class absences or more than 3 weeks of online work left uncompleted for any reason will reduce your final score ONE LETTER GRADE (e.g. "A" becomes a "B"). Excessive absences or lack of online participation (a total of more than four weeks) can result an E in the class.

Please email your instructor ahead of time if you will not be able to attend a particular class session or participate online.

QUALITY OF ASSIGNED WORK

All written work should be typed, formatted, and void of grammatical, spelling and typographical errors. Use APA (6th edition) format for all citations. To improve readability of assignments, 12 point times roman font should be used, double spaced with 1" margins. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Please take time to proofread your papers before submitting them online. **Extra credit of 5 points (per assignment) is available for students who have a written assignment reviewed by the writing center prior to submission.**

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) of 1990 requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The Brigham Young University seeks to provide equal access to its programs, services and activities for people with disabilities.

ACCOMODATION POLICY

Please review the syllabus, readings, assignments, and materials carefully to be sure that this is a course you wish to take. Some of readings, lectures, films, presentations, or discussions in this course may include material that may challenge you personally. I will not make content accommodations for any course material. Should you have questions or concerns, please see me immediately.

HONOR CODE POLICY

As a matter of personal commitment, faculty, administration, staff, and students of Brigham Young University, seek to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will

- Be honest

- Live a chaste and virtuous life

- Obey the law and all campus policies

- Use clean language

- Respect others

- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse

- Participate regularly in church services

- Observe the Dress and Grooming Standards

- Encourage others in their commitment to comply with the Honor Code

Specific policies embodied in the Honor Code include will be expected (1) the Academic Honesty Policy, and (2) the Dress and Grooming Standards.

COURSE STRUCTURE AND SCHEDULE

This course is designed to provide a multisensory course experience, including class discussion, online activities, of chat, journaling, videos and movies. The following is a proposed schedule of readings and assignment due dates. **Please refer to LEARNING SUITE modules for weekly assignments/activities.** This outline is intended to be flexible to accommodate time limitations and class dynamics and may be subject to change. If you miss class meetings, please contact classmates and/or consult the Canvas course site to determine what you missed and what adjustments may have been announced in the schedule. **It is your responsibility to check LEARNING SUITE weekly to keep updated with course readings and assignments/activities.**

WEEK ONE (9/2) Critical Thinking

Course Intro – Syllabus

In class reading Sensoy & Di'Angelo (2012) Ch. 1 Critical Thinking and Critical Theory (pp.1-13)

WEEK TWO (9/9) Constructive Conversations About Diversity

LEARNING SUITE: Singleton & Hays (2008). Beginning Courageous Conversations about Race (pp. 18-23)

LEARNING SUITE: Initial Ground Rules for Course Discussions

LEARNING SUITE: Kanagala & Rendon (2013) Ch. 4 Birthing Internal Images: Employing the *Cajita* Project as a Contemplative Activity in a College Classroom (pp. 41-51)

Recommended Reading

LEARNING SUITE: Pulido, A. L. 2002. "The Living Color of Students' Lives: Bringing *Cajitas* into the Classroom." *Religion & Education* 29(2): 69–77.

DUE 9/9 Individual "Cajitas"

WEEK THREE (9/16) Stereotypes, Prejudice, & Discrimination

LEARNING SUITE: Sensoy & Di'Angelo (2012) Ch 3 Prejudice and Discrimination (pp. 28-37)

LEARNING SUITE: Sensoy and Di'Angelo (2012) Ch 4 Oppression and Power (pp. 38-56)

LEARNING SUITE: Wing Sue, et. al. (2007) Racial Micro-aggressions in Everyday Life (pp. 271-279 only)

WEEK FOUR (9/23) Understanding Privilege and its Consequences & Responsibilities

LEARNING SUITE: An Example of White Privilege: *Cracking the Codes - A Trip to the Grocery Store*.

LEARNING SUITE: Kivel The Costs of Racism to White People (pp. 1-5)

DUE 9/23: Site Supervisor Agreement Form

WEEK FIVE (9/30) Structural Issues in Schools-

LEARNING SUITE: Rubin (2008) Grouping in Detracked Classrooms (pp. 90-95)

LEARNING SUITE: Deyhle (2008) What is on your classroom wall? Problematic posters (pp. 191-193)

LEARNING SUITE: Wald & Losen (2003) Defining and redirecting a school-to-prison pipeline (pp. 9-15)

DUE 9/30 by midnight: Week 5 Graded Assignment- Spheres of Influence

WEEK SIX (10/7): Culture, Identity & Learning - Guest Speaker

LEARNING SUITE: Nieto & Bode (2012) Ch 5 Culture, Identity, and Learning (pp. 156-209)

LEARNING SUITE: Gándara (2008) Strengthening Student Identity in School Programs (pp. 44-49)

WEEK SEVEN (10/14): BRINGING IT ALL TOGETHER – Guest Speaker

Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Ch. 6-8

LEARNING SUITE: The Utah Special Educator - English Language Learners with Special Needs Effective Instructional Strategies (pp. 28)

DUE 10/14 by midnight: Week 7 Graded Assignment – Field Sites & Our Home Schools

WEEK EIGHT (10/21): LEARNING DIFFERENCE VS. DISABILITY

Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Chapter 1 & 3

LEARNING SUITE: The Utah Special Educator - When an ELL Has Difficulty Learning, Is the Problem a Disability or the Second Language Acquisition Process (pp. 26)

WEEK NINE (10/28): Linguistic Diversity's Implications for Classroom Practice

USOE (2012) Utah English Language Proficiency (ELP) Standards based on WIDA (explore for your interest grade level) (<http://www.uen.org/core/englishlanguage/index.shtml>)

LEARNING SUITE: WIDA Consortium (2012). WIDA Focus on Differentiation- Part 1

Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention. Ch. 5

DUE by midnight: Copy of Field Site Hours

DUE 10/28 by midnight: Graded Assignment – Field Sites, Schools, & Language Services

WEEK TEN (11/4): Multicultural Education in the Classroom: Adapting Curriculum

LEARNING SUITE: Cooks (1998) Let's Get It Started: Teaching Teachers How to Implement a Culturally Relevant Pedagogy (pp. 43-45)

LEARNING SUITE: Brown, (2007) Educating All Students: Creating Culturally Responsive Teachers, Classrooms, and Schools (pp. 57-61)

LEARNING SUITE: Billings (1995) But that's just good teaching! The case for Cultural Relevant Pedagogy (pp. 1-8)

Grant, C. & Sleeter, C. (2009) Turning on Learning. Five approaches for Multicultural Teaching Plans for Race, Class, Gender and Disability Ch. TBA

WEEK ELEVEN (11/11): Multicultural Education in the Classroom: Taking Action

LEARNING SUITE Nieto & Bode (2012) Ch. 10 Implications for Teachers, Schools, Families and Communities (pp. 378-401)

LEARNING SUITE Wyman & Kashatok (2008) Getting to Know Students' Communities (pp. 299-30)

DUE 11/11 by mid-night Final Project Topic

DUE 11/11 by midnight: Graded Assignment – Lesson Plan

WEEK TWLEVE (11/18): NO CLASS – WORK ON FINAL PROJECT

WEEK THIRTEEN - HAPPY THANKSGIVING BREAK!

WEEK FOURTEEN (12/2): GROUP PRESENTATIONS

Group Action Research Project Presentations Session

WEEK FIFTEEN (12/9): (IF NEEDED) GROUP PRESENTATIONS
Group Action Research Project Presentations Session

DUE 12/9 by midnight: Field Work/Action Research Log signed with 10 hours completed

DUE 12/9 by midnight: Field Site Reflections

DUE 12/9 by midnight: Final Summative Entry

NO FINAL

- **DUE 12/16 by mid-night Final Group Action Research paper**
Individual Group Grading Rubric

