

CPSE 480: Educational and Multicultural Issues in Special Education

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Office Hours: M and W 1:30-2:00 or by appointment

TEN HABITS OF HIGHLY SUCCESSFUL STUDENTS

(Written by Dean Mary Anne Prater)

Highly successful students:

1. Take responsibility for their own learning.
2. Attend every class. If they are going to miss class, they contact the instructor. They get handouts and notes from classmates.
3. Come to class on time and stay the whole time.
4. Complete the reading in advance of attending class.
5. Study for at least 1 hour outside of class for every hour spent in class.
6. Turn off their cell phones and use computers only if taking notes. They don't text message or web surf during class.
7. Read the syllabus carefully and note the deadlines in the calendar. They submit assignments on time. They don't try to negotiate deadlines for assignments or tests.
8. Share concerns about the course in professional ways through proper channels (e.g., mid-semester course evaluations).
9. Monitor their progress by checking their grades on blackboard.
10. Self-monitor their progress in keeping the ten habits of highly successful students by reading the list periodically and making adjustments as needed.

For specific policies and procedures see:

<http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf>

READINGS

Required Textbooks:

Herrell, A L., & Jordan, M. (2012). *50 strategies for teaching English language learners*. Upper Saddle, River, NJ: Pearson.

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

Other Support Materials:

IRIS Cultural/Linguistic Differences module: <http://iris.peabody.vanderbilt.edu/clde/challenge.htm>

IRIS English Language Learners module: <http://iris.peabody.vanderbilt.edu/ell/challenge.htm>

Course Objectives: After completion of this course, students will:

1. Demonstrate understanding of the impact of cultural and linguistic differences in the education of children,
2. Effectively assess, plan instruction, teach, and make adaptations for students representing culturally and/or linguistically diverse backgrounds.
3. Demonstrate respect for individuals from different cultural and/or linguistic backgrounds, including students, their families, and other school personnel.

Learning Objective Related to this Course (see learningoutcomes.byu.edu)

Learning Outcome	CPSE 480
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 assessment.
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.

Assignments and Exam

Discovering My Heritage Paper

Write a 3-5 page double-spaced paper describing your cultural and linguistic background. Answer questions such as: What is the derivation of my first and last name? Who was I named after? Where did my ancestors come from (e.g., outside US)? What cultural traditions does my family celebrate? What language(s) is/are part of my cultural background? To which ethnicity do I relate most? What experiences did I have growing up with other cultures that have impacted who I am? How does my gender, socio-economic status, religious background and other factors influence me? (10% of grade)

IRIS Modules

Students will complete the IRIS English Language Learners Module (alone or in a group of 2-3) and submit the assignment sheet. Students are also expected to complete the IRIS Culture Module and take notes to be used in class, but will not submit their notes. (10% of grade)

Interview

Students will interview one individual who is culturally and/or linguistically different (CLD), who is one of the following: (a) a CLD student (get written parent permission), (b) a CLD student who is also a student with a disability (get written parent permission), (c) a parent of a child who is CLD, or (d) a classroom teacher or paraeducator who is CLD. The following questions are guides to conducting the interview. Submit their answers in a well synthesized 3-5 page double-spaced paper. (10% of grade)

CLD Students: Ask them about their cultural/linguistic background. What do they do at home to honor their culture? Do they have friends who do similar things? Why or why not? What would their parents want teachers to know about their culture? What do they like/dislike at school? What do teachers do that make it easier or harder to learn? Do they ever feel singled out in good or bad ways at school? What would they like their teachers to know about what it's like for them at school? How could their culture be better accepted and celebrated at their school?

Parents: Ask them about their cultural/linguistic background. What do they do to honor their culture with their family? Are there others in their community that do similar things? What do teachers/principals do that makes it harder/easier for them to participate in their child's education? Do they ever feel singled out in good or bad ways when they go to the school? Do they worry about their child in school? If so, in what ways? What would they like the school to do to better support them? How could their culture be better accepted and celebrated at their school?

Teachers or Paraeducators: Ask them about their cultural/linguistic background. How do they honor their culture at home and at school? Do they ever feel singled out in good or bad ways at school? Do they feel accepted by the students and the other school personnel? How would they rate the multicultural atmosphere of their school? What are the challenges? What are the rewards? What suggestions would they make for a new special educator about working with CLD students, their parents and CLD educators?

Book Report

Select and read a book (adult, young adult or children's chapter) book that describes a child, adolescent or family that is/are culturally and/or linguistically diverse, and/or are at-risk (e.g., ethnic diversity, religious diversity, poverty, homelessness, HIV/AIDS, substance abuse, gangs). Write a 3-4 page double-spaced paper including the following information: title, author, publisher, year published, brief summary of story, presentation of how the book relates to the course content, reaction to the book. If you have questions about the appropriateness of the book, please ask. (10% of grade)

Service Learning

Students will volunteer for a minimum of 3 hours in one of the following settings: Food Bank, Homeless Shelter, Center for Women and Children in Crisis, Multicultural Center or another site that provides service to individuals who are culturally/linguistically diverse and/or at-risk. For additional ideas contact the Service Learning Center at BYU (801-422-1277). If there are questions whether a site is appropriate or meets the criteria, please ask. Submit a 2-4 page, double-spaced paper providing details of the experience. Include the dates, times, activities, and what you learned about culturally/linguistically diverse individuals. (10% of grade)

Strategies Presentations

In groups of 2 or 3, students will prepare one 20-25 minute lesson to present to their classmates based on assigned strategies from the Herrell and Jordan textbook. The evaluation criteria may be found at the end of the syllabus. More detail will be presented in class. (15% of grade)

Reflections

Students will create a notebook (electronic or hard copy) in which they will record impressions minimally once a week. The entries should be reflective of their impressions of readings, in class activities, guest speakers, and assignment experiences. They may also include other cultural/linguistic experiences they have. The length of each entry is less important than the substance. A strong paragraph should be sufficient for most entries although longer entries would also be acceptable. All reflections will be submitted at the end of the semester. (10% of grade)

In-Class Activities

Periodically in-class activities will be counted toward the final grade. **These cannot be made up.** (10% of grade)

Exam

One final cumulative exam will be administered. It will consist of true/false, multiple choice and essay questions and will be cumulative. The exam will be based on assigned readings, class presentations and IRIS modules. (15% of grade).

Attendance, Tardiness, and Participation:

Attending class for the full class period and participating in class discussion is expected. The instructor has the prerogative to deduct from the final grade for lack of attendance and participation, including coming late, leaving early, and engaging in excessive talking and/or social and technology networking (e.g., texting, emailing, web surfing) during class.

Grades

100 – 95% = A
94 – 90% = A-
89 – 87% = B+
86 – 83% = B

82 – 80% = B-
79 – 77% = C+
76 – 73% = C
72 – 70% = C

69 – 67% = D+
66 – 63% = D
62 – 60% = D-

Rubric for Evaluating Written Assignments

Conceptual Level	Accuracy and Thoroughness	Writing
<p>8. Evaluation Level – The student presents an evaluative judgment of the issue including evidence based on the processes of comparison, discrimination, interpretation, summarization, and conclusion.</p>	<p>8. The discussion is accurate, comprehensive and thoroughly supported (by examples).</p>	<p>8. The writing is clearly organized (e.g., introduction, discussion, and conclusion). No more than 1 grammatical and/or spelling error.</p>
<p>6. Analysis or Synthesis Level – The student breaks the concepts into parts and discusses interrelationships then brings the parts together into a different, original, or new whole.</p>	<p>6. The discussion is accurate and most of the important relevant examples are addressed and well supported.</p>	<p>6. The writing is organized with few to no grammatical and/or spelling errors.</p>
<p>4. Comprehension or Application Level – The student grasps the meaning of the material or experiences and interprets it through paraphrasing and/or providing examples.</p>	<p>4. Most relevant issues are addressed. The information provided is generally accurate and documented.</p>	<p>4. Some organization is evident. Few grammatical and/or spelling errors exist.</p>
<p>2. Knowledge Level – The student reports factual information</p>	<p>2. A few relevant issues are addressed. A number of inaccuracies exist. Some documentation is provided.</p>	<p>2. Poor organization. Multiple grammatical and/or spelling errors.</p>

24/24 = A

23/24 = A-

22/24 = B+

21/24 = B

20/24 = B-

19/24 = C+

18/24 = C

17/24 = C-

16/24 = D+

15/24 = D

14/24 = D-