

EDUC514

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC514 **Title :** Critical Perspectives on Diversity and Culture

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course, designed for practicing educators, examines issues related to promoting equal learning opportunities in the classroom, including effective approaches to encouraging collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity.

Course Scope:

This course assists educational administrators develop increased diversity awareness, sensitivity and cross cultural understanding that will help them effectively oversee the administration, management and teaching to a diverse student body. By increasing the administrator's knowledge and understanding of the background experiences, languages, skills, and abilities of student populations they are responsible for they can better apply appropriate pedagogical policy and implement practices that lead to higher achievement for all students and ensure an effective educational program in their district. Also, through coursework students learn about the ways in which teaching practices and student learning are shaped, informed, and impacted by diversity in their school district.

Objectives

After successful completion of this course, candidates will be able to:

1. Demonstrate a working knowledge of culturally diverse populations. (ELCC 4.2) (Pll: 1.C)
2. Demonstrate an awareness of issues associated with diverse populations and special needs students. (ELCC2.1)
3. Propose solutions to contemporary social problems found in schools and school districts. (ELCC 2.4, 6.3) (N 3)
4. Facilitate effective communications in all types of cross-cultural settings. (ELCC 4.3, 4.4) (Pll: 5D)
5. Address issues of racism, bias, and prejudice by explaining how these issues affect the experience of individuals and groups. (ELCC 4.2) (Pll: 5.E)
6. Implement strategies that encourage students' to value their own heritage; value richness of cultural

diversity and commonality; respect diverse cultural groups; and, reduce stereotyping related to diversity factors. (ELCC 2.4, 5.3) (PII: 3.K) (N 3)

- Promote a climate that is amenable to the diversity of students, families, and the community to support academic achievement. (ELCC 5.1, 5.5) (PII: 5.C)

ELCC= ELCC Standards PII=Praxis II Standards

Outline

Week 1: Lesson 1: Multicultural Education and Equity in Special Ed

Objectives

- Discuss leadership advantages and challenges of the core values: Conceptual Model of a Comprehensive Multicultural Curriculum.
- Evaluate personal multicultural teaching practices through reflective writing activities.
- Rationalize decisions made related to multicultural case studies.
- Discuss race, class, and gender inequities in special education.

Reading

- Readings posted in Lesson 1 Reading & Resources in Classroom

Assignment(s)

- Essay Response 1
- Essay Response 2

Forum(s)

- Introductions
- Forum 1: Racial Disparities and Gender Inequities

Week 2: Lesson 2: English Language Learners and Learning Environment

Objectives

- Analyze the social, economic, and political forces that shape views of English language learners.
- Discuss a set of common myths about English language learners.
- Discuss a set of guiding principles for teaching linguistically diverse students.
- Critique learning environments that are socio-culturally meaningful for all learners, especially immigrant youth, students of color, and low income children who have traditionally been misread, overlooked, or underestimated in our schools.
- Evaluate the extent learning environments are socio-culturally meaningful for all learners, especially immigrant youth, students of color, and low income children.
- Describe three strategies for discovering learning styles.
- Discuss how teachers' learning styles impact their teaching styles.

Reading

- Readings posted in Lesson 2 Reading & Resources in Classroom

Assignment(s)

- Essay Response 3
- Essay Response 4

Forum(s)

- Forum 2: English Language Learners
- Forum 3: Fostering Student Potential

Week 3: Lesson 3: Cultural Assumptions

Objectives

- Discuss teacher and student perceptions regarding cultural identity in a multicultural classroom.
- Reflect on your leadership strategies in addressing racial and cultural incidents in the classroom.

Reading

- Readings posted in Lesson 3 Reading & Resources in Classroom

Assignment(s)

- Essay Response 5

Forum(s)

- Forum 4: Pre-Service Teacher

Week 4: Lesson 4: Stereotypes & Prejudice and Multicultural Competence

Objectives

- Analyze the stages of ethnic identity and internalized racism.
- Explain how individual, institutional, and cultural racism; impacts educational attainment.
- Analyze the relationship between curriculum goals of multicultural education based on the learner, society, and the discipline.
- Evaluate specific teaching strategies for multicultural schools.

Reading

- Readings posted in Lesson 4 Reading & Resources in Classroom

Assignment(s)

- Essay Response 6

Forum(s)

- Forum 5: Current Events
- Forum 6: Multicultural Education and Curriculum

Week 5: Lesson 5: Immigration and Diversity: European and Jewish Perspectives

Objectives

- Compare and contrast examples of cultural pluralism, cultural assimilation, and separatism.
- Evaluate the historical development of laws and legal policy regarding immigration.

Reading

- Readings posted in Lesson 5 Reading & Resources in Classroom

Assignment(s)

- Essay Response 7
- Essay Response 8

Forum(s)

- Forum 7: The American Dream

Week 6: Lesson 6: Immigration and Diversity: African American, Native American, and Latino Perspectives

Objectives

- Evaluate the historical development of laws and legal policy regarding immigration.
- Identify demographics of the pan-ethnic group known as Latinos.
- Compare and contrast the process of cultural assimilation, cultural pluralism, and colonialism among African Americans, Native Americans, and Latino groups.
- Evaluate leadership strategies for effective communication and educating all students.

Reading

- Readings posted in Lesson 6 Reading & Resources in Classroom

Assignment(s)

- Assignment 9; Interview Paper

Forum(s)

- Forum 8: Immigration
- Forum 9: Current Events

Week 7: Lesson 7: Immigration and Diversity: Asian, Muslim, and Arab American Perspectives

Objectives

- Discuss own personal ethnicity.
- Evaluate the leadership challenges and strategies of current immigration trends among Asian, Muslim, and Arab Americans in addressing the achievement gap in schools across the country today.

Reading

- Readings posted in Lesson 7 Reading & Resources in Classroom

Assignment(s)

- No Assignment This Week

Forum(s)

- Forum 10: Cultural "Trade Offs"

Week 8: Lesson 8: Poverty and Education

Objectives

- Reflect how the major diversity themes discussed in the course inform your leadership style to support academic achievement

Reading

- Readings posted in Lesson 8 Reading & Resources in Classroom

Assignment(s)

- Meta Comment Paper

Forum(s)

- No Forum
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Citation and Reference Style

You will be expected to adhere to APA style throughout this program. *The Publication Manual of the American Psychological Association* (6th ed.) may be purchased and used in all courses.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

APA Guides

Practice creating an APA formatted document in this fun and interactive presentation!

[APUS Writing Exercise: Create an APA Formatted Document](http://wpc.242f.edgecastcdn.net/00242F/academics/multimedia/_live/EDU/APA_Interactive/home.html)

http://wpc.242f.edgecastcdn.net/00242F/academics/multimedia/_live/EDU/APA_Interactive/home.html

Click [here](http://www.youtube.com/watch?v=9pbUoNa5tyY) (<http://www.youtube.com/watch?v=9pbUoNa5tyY>) to watch how to set up APA 6th ed. Publication Manual formatting in all of your Microsoft Word documents.

[APA - APUS epress](http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859)

<http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859>

APA Format

<http://www.apa.org>

Writing Help

[The Five-Paragraph Essay: Three Formulas for Writing the Basic Academic Essay](http://www.youtube.com/watch?v=GwjmMtTV01g)

<http://www.youtube.com/watch?v=GwjmMtTV01g>

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.
- If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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