



**Department of Curriculum, Culture, & Educational Inquiry  
Florida Atlantic University**

**Course Title:** Introduction to Diversity for Educators

**Course Number:** EDF 2085

**Section:**

**CRN:**

**Pre-Requisite/Co-Requisite:** NONE

**Instructor:**

**E-mail:**

**Phone:**

**Office Hours:**

**CATALOG DESCRIPTION:** This course will examine how various ethnic/cultural groups are served in U.S. schools. Multicultural content and materials to be incorporated into various disciplines will be surveyed. A field experience component in a culturally diverse school/setting is required.

**REQUIRED TEXTS:**

Waldon, K.A. & Baxley, T. P. (2016). *Equity pedagogy: Teaching diverse student populations*. New York: Kendall Hunt.

\*Subscription to Rethinking Schools Magazine (access code is included with the purchase of the textbook).

\*\*Additional required course readings will be available on Canvas.

**COURSE STRUCTURE:** Much of your achievement in this class will be the result of self-directed learning. As you prepare for class discussion, group projects, and assignments, it is the hope that you will derive information from a variety of local and international sources including books, journal articles (academic and popular), credible Internet resources, audio/visual media, and newspapers.

Canvas will be our learning management system. It will include course materials, assignments, readings, and all other course assignments and information. With your help, we can develop this into a more comprehensive site for our collective learning, so if there are reputable websites, documents, articles, etc. that you believe should be presented in this course, please feel free to email them to your instructor. Please see this as an invitation to work together to enhance this course and to learn from each other.

**ACADEMIC SERVICE LEARNING:** Due to the nature of the course content, this course is designated as an “academic service- learning” course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in academic service-learning

activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development.

**WRITING ACROSS THE CURRICULUM:** This is a writing intensive course and part of the WAC program. As such, writing components of this course will account for a minimum of 50% of your grade. This writing intensive course serves as one of two “Gordon Rule” classes at the 2000-4000 level that must be taken after completing ENC 1001 and ENC 1102 or their equivalents. You must achieve a grade of “C” (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expects you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. If this class is selected to participate in the university-wide WAC assessment program, you will be **REQUIRED** to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

#### **University Center for Excellence in Writing (Writing Center)**

All students are encouraged to take advantage of any and all resources that are available to them that will aid them in being successful in this course. Because a minimum of 50% of your grade in this course comes from writing and writing-based assignments, all students are encouraged to use the services provided by the Writing Center. While drop-in services are available, in order to ensure an appointment with a writing consultant students are asked to schedule an appointment ahead of time by using the online scheduler found on the Writing Center’s webpage:

[www.fau.edu/ucew](http://www.fau.edu/ucew) .

#### Writing Center’s Mission Statement:

“The University Center for Excellence in Writing supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as documents in which one or more aspects are improved.” (Description from Website)

#### Writing Consultations/Appointments:

Conferences will vary according to the writing project. Consultants can help clients:

- unpack difficult readings
- understand assignments
- generate and clarify ideas
- flesh out weak or biased arguments
- understand documentation and citation practices
- follow task-appropriate format
- develop strategies for identifying patterns of error that can be tracked and proofread for conformity to American academic English
- provide expert perspectives for creative projects (Description of services from website)

## **GUIDELINES USED IN DEVELOPING THE COURSE:**

### ***Curriculum guidelines of the National Association for Multicultural Education (NAME)***

#### **Standard #1 – Inclusiveness:** Inclusive curriculum guidelines will

a. Represent the broad range of experiences and peoples that compose the population of the United States;

b. Acknowledge the ways multicultural experiences have contributed to the knowledge base, value systems, and ways of thinking within disciplines

#### **Standard #2 – Diverse Perspectives:** Curriculum guidelines emphasizing diverse perspectives will

a. Represent the multiple constituencies and points of view in the United States;

b. Encourage students to entertain competing constructions and understandings of social, historical, and natural phenomena;

c. Recognize the ways these constructions are rooted in the cultural and historical experiences of the people who espouse them;

d. Facilitate independent, contextual, and critical thinking among students about what they are being taught in schools.

#### **Standard #3 – Alternative Epistemologies:** To provide students with the means to understand the ways knowledge is socially constructed, curriculum guidelines will

a. Recognize that alternative cultural constructions entail distinct ways of thinking;

b. Provide a basis for appreciating the differences in traditional ways of knowing, both the content of knowledge and the forms of evidence advanced to support it;

#### **Standard #4 – Self Knowledge:** In order to foster a sense in students of how their own identities have been constructed by the complex interplay of historical, social, political, economic, and even geographic factors, curriculum guidelines will

a. Provide a structure that allows students to investigate their own cultural and ethnic identities and to examine the origins and consequences of their attitudes and behaviors toward other groups;

b. Lead students to a critical understanding and appreciation of their own cultural and ethnic identities, including both their strengths and weaknesses;

c. Recognize that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups;

d. Foster in students an understanding that identity is dynamic and therefore, that change is possible.

#### **Standard #5 – Social Justice:** Curriculum guidelines fostering the goals of social justice will

a. Provide students opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others;

b. Promote social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society responsive to the needs of all our people regardless of race, class, gender, age, sexual orientation, physical appearance, ability or disability, national origin, ethnicity, religious belief or lack thereof.

### ***Council for the Accreditation of Educator Preparation (CAEP)***

#### **Standard 1: Content and Pedagogical Knowledge**

Content and pedagogical knowledge expected of candidates is articulated through the TASC standards.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

***Florida Educator Accomplished Practices (FEAP)***

Specifically, Standard 2: Learning Environment

Maintain a student environment that is safe, organized, equitable, flexible, inclusive and collaborative, the effective educator consistently:

- 2 d: Respects students' cultural, linguistic and family background
- 2 h: Adapts the learning environment to accommodate the differing needs and diversity of students

Generally, Standard 1: Instructional Design and Planning

Applying concepts from human development and (multicultural) learning theories, the effective educator consistently:

- 1 b: Sequences lessons and concepts to ensure coherence and required prior knowledge (culturally responsive pedagogy)
- 1 c: Designs instruction for students to achieve mastery (meaningful learning)

Standard 3: Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject to:

- 3 a: Deliver engaging and challenging lessons
- 3 e: Relate and integrate the subject matter with other disciplines and life experiences
- 3 f:

Employ higher order questioning techniques

- 3 h: Differentiate instruction based on assessment of student learning needs and recognition of individual differences in students

Standard 4: Assessment

The effective educator consistently:

- 4 c: Uses a variety of assessment tools to monitor student progress, achievement and learning gains

Standard: Continuous Improvement

The effective educator consistently:

- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

***Florida Atlantic University Academic Learning Compacts Communication (COM)***

- Written communication: Students will demonstrate critical reflection, clarity of thought, and sound command of grammatical structure.
- Oral communication: through appropriate classroom participation, students will demonstrate empathy towards and comfort with diverse perspectives on key issues discussed in class.

Content (CON): Students will demonstrate accurate knowledge of central concepts and principles of critical multicultural education and their implications for curriculum and instructional practice in diverse content areas and grade levels

Critical thinking (CT)

FEAP 4: Demonstrates and models the use of higher order thinking abilities.

Students will demonstrate their ability to consider diverse perspectives on educational and/or sociocultural issues, analyze the hidden curriculum and biases of school policy and practice, and engage in educational decision making that exemplifies critical democratic practice

**COURSE OBJECTIVES:**

The course is designed to help students to achieve the following learning outcomes:

1. Recognize, through written and oral critical self-reflection, the *impact of diverse aspects of culture* (e.g. race, ethnicity, gender, sexual orientation, social class, religious background, language background, disability status) on one's values and biases, identity development and educational experiences and decision-making. (NAME - #4a ii, vi, 4d ii; CAEP InTASC #2; FEAP – 2d; Con. Imp. d; FAU – COM, CT)
2. Identify *institutional biases* and bases of prejudice with regard to race, ethnicity, gender, class, exceptionality and other cultural characteristics in educational policy, traditional curriculum development, instructional practice, classroom management, and evaluation, and identify ways to ameliorate their negative effects through written assignments, discussion board posts, and critical dialogue (NAME 2c, 2d, 5d, 5e; CAEP InTASC #3; FEAP -2d, h; 3a, h; COE-CF; FAU- CT)
3. Identify, explain and apply, through written and oral communication, the *central principles/ concepts of critical multicultural education* in curriculum development, instructional practice and classroom management in multiple content areas and grade levels for diverse groups of students (NAME -#3; CAEP InTASC #4; FEAP – 1 b, c; 2h; 3a, e, f, h; 4c; COE-CF; FAU- CON; CT)
4. Through AS-L fieldwork, class interactions and written reflections and/or responses, demonstrate *awareness of and empathy for multiple perspectives* that derive from diverse racial, ethnic, linguistic, gendered, social class and ability groupings. (NAME - #1, #2, #3, 5e; CAEP InTASC #1, #7, #8; FEAP – 2d; FAU – COM; CT)
5. *Critically analyze curriculum policy and practice*, including lesson plans, instructional practices, evaluation and classroom management to identify exemplary practice and modify weaknesses, by creating a final research-based product through a multi-faceted process of intellectual inquiry (NAME – 2d; 5d; CAEP InTASC #7, #8; COE-CF; FAU – CON; CT)
6. Engaging in collaboration, case studies are used to identify examples of interpersonal, cultural and institutional discrimination towards members of multiple groups, and assess the *impact of legal mandates, school policy and practice in exacerbating or ameliorating cultural marginalization* by identifying and reflecting (orally and written) on various stakeholders' perspectives. (NAME 2 b, c, 4a; CAEP InTASC #8; FEAP – 2d; COE-CF; FAU – CT)

**COURSE REQUIREMENTS:**

Assignment	Assignment Description	Word Count (minimum)
Rationale for Subject/Topic	Students will give a thesis driven rationale and explain why they choose the topic and what need(s) the lesson addresses.	250-500
Annotated Bibliography	<p>Students will create an annotated bibliography based on the rationale for subject/topic (criteria and examples will be presented in class). This adheres to APA guidelines and procedures while summarizing and analyzing the sources that will be used in the C-Palms* Content Area lesson plan outline and Analysis. This assignment includes two touch points (feedback is given, and corrections are made). There will be a total of three annotations.</p> <ul style="list-style-type: none"> <li>• 1 peer-reviewed article</li> <li>• 2 Rethinking Schools articles</li> </ul> <p>* For non-education majors this can be adapted to fit the student's field of study.</p>	900 (3x 300)
Detailed outline of C-Palms lesson plan - this will be used as a first draft to get feedback for the analysis	The students will find a content specific lesson plan from the Florida's C-Palms website ( <a href="http://www.cpalms.org/Public/">http://www.cpalms.org/Public/</a> ). Once the lesson plan has been selected, the student will write up a detailed outline that includes the strengths and weaknesses of individual sections of the lesson plan, as well as the pros and cons of the lesson as a whole.	500 words (2-3 pages)
Analysis	Students will create a thesis-driven argument which presents the rationale for a multicultural perspective within their content-focused lesson plan. Students will then write a critical analysis including lesson objectives, content, instruction and evaluation. Finally, students will discuss the changes they would make to the original C-Palms lesson plan and ground the analysis discussion in multicultural theory and practice taught in the course.	1,500 words (5 pages)
Cultural Profile	<p>This early writing assignment is geared towards critical self-reflection on 10 facets of personal cultural identity. Too often, we think of other people's culture but seldom reflect on our own lifetime experiences and how they influence how we interact with, judge, or teach people with different backgrounds. This writing exercise focuses on ten areas of cultural identity and is designated to initiate an exploration into our personal biases. Responses to the questions in each section should include:</p> <ul style="list-style-type: none"> <li>• Describe the experiences that have shaped your current identity;</li> <li>• Reflect on how they have impacted you;</li> <li>• Consider how such learning experiences will shape your work as a professional.</li> </ul> <p>Students will revisit this assignment at the end of the semester with an additional reflection focusing on how their thoughts and perceptions have shifted in each area.</p>	600 words (PowerPoint)

<p>Academic Service Learning (field experience and reflection log)</p>	<p>Each student is required to complete 15 hours of field experience in a school setting. You are required to keep a journal in which you record your thoughts, narratives, and insights about your daily experiences in the field and their connections to your academic work which will be use for your own guidance and assist with synthesis in your final reflection log.</p> <p>At the conclusion of those hours, a reflection paper must be completed. Your report should demonstrate a critical reflection of your application of the theory, concepts, and ideas from your course work. In addition, you should include what you learned about yourself, teaching, the students, and the community as a result of your fieldwork.</p> <p>This written assignment requires students to:</p> <ul style="list-style-type: none"> <li>• synthesizes their observations and thoughts about diverse aspects of their field work,</li> <li>• articulate their learning about multicultural education as facilitated by this field experience,</li> <li>• reflect critically on such observations and initial thoughts and integrate class discussions and readings with your field work.</li> </ul> <p>In order to be placed all students should have:</p> <ul style="list-style-type: none"> <li>• A valid badge that indicates security clearance from the county of your residence (valid for a year) and</li> <li>• A field placement application submitted for the semester in which field experience is required.</li> <li>• Answer each component of the reflection report.</li> </ul> <p>The hard copy of your field experience log indicating the completion of 15 hours must be signed by the instructor first, then you will scan and submit through Canvas. The failure to complete the fieldwork will result in a grade of C- or less, which is not a passing grade. (NCATE 4d ii, iii)</p>	<p>500 words</p>
<p>Discussion Boards</p>	<p>There will be a minimum of 3 discussion boards required for this course. The instructor reserves the right to include additional discussion boards as needed.</p>	<p>500 (250 words each)</p>
<p>Total</p>		<p>5,000</p>

### Addition

Because this class deals with social justice issues, current events may necessitate the need for assignment adjustments. The instructor reserves the right to change or add assignments as necessary throughout the semester. Any changes will be announced within Canvas or in class. It is your responsibility as a student to stay abreast of any changes.

### Participation

The success of this class is dependent on the active participation of every student. In order to enrich class discussions and to achieve the learning objectives, it is important that students come to class prepared.

Participation in this course will consist of the following:

Actively participating on assigned discussion boards by meaningfully summarizing and reflecting on required readings (must be able to be able to summarize readings assignments, respond to the day's discussion question(s), identify concepts that were meaningful to you and raise questions about the readings)

- Participation in group and other instructional activities (i.e. debates, analysis of case studies)
- Completing required reading assignments
- Reviewing weekly PowerPoints (which includes activities, reflection questions, etc.)
- Completing Discussion Boards
- Completing Reflective Journals

Note: Preparation is considered a prerequisite to class participation. Preparation includes:

- Completing all required reading assignments
- Reflecting on discussion questions/ discussion boards
- Identifying concepts/ ideas which you have trouble understanding
- Bringing necessary books, notes, paper, pens etc. to class.

Criteria for appropriate participation include: the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them) (NAME 4a; NCATE 4d ii; FEAP – Cont. Imp. d)

**ATTENDANCE POLICY:** Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

Reasonable accommodations are made for religious observances. Accommodations can be made only when the instructor has been informed in a timely manner of such a need.

Students are responsible for arranging to make up work missed. It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

It is imperative that you meet course deadlines since your classmates' work depends on your participation, and vice versa. Failure to meet this obligation may be viewed as course abandonment, and you will be dropped from the course.

Please be aware that a dropped course may affect your financial aid. Being dropped from the course is irrevocable, and you will not be re-instated. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped.

**Please review FAU's attendance policy for further clarification.**

**DROPPING THE COURSE:** In order to withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the student's responsibility to complete all forms by the university assigned deadlines. If this is not done, the instructor must assign a grade of F at the end of the semester.



**CLASSROOM ETIQUETTE POLICY/NETIQUETTE:** Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; however, remember you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

**COMMUNICATION EXPECTATIONS/EMAIL POLICY:** Email is the preferred method of communication in this course. Please send all emails from your FAU email account. In the subject line, please list the course number or name (EDF 2085 or Introduction to Diversity for Teachers). Emails will generally be responded to within 48-72 hours excluding Saturdays, Sundays, and holidays. Such emails should only be used to communicate personal or confidential matters; otherwise, please use the Questions/Concerns discussion board within the course so that the whole class can benefit from your questions and their answers.

**ANNOUNCEMENTS:** You are responsible for reading all announcements. Check announcements each time you login to be sure you have read all of them since your last login session.

**TEACHING METHODOLOGIES & ASSIGNMENT EXPECTATIONS:**

Consistent with the principles of critical pedagogy, instruction in this class will be based upon class discussions where students and the instructor construct knowledge collaboratively throughout the semester. Students should expect to encounter and be prepared to engage in small group and large group activity, presentations, reflective journal writing, student led discussion/ instruction, individual and collective problem solving, peer review and critique of work, thinking from multiple perspectives, debate and role play.

Group Work: In order to encourage interaction and collaboration, this course requires group work. It is imperative that all students collaborate and share equally in the group work. You will be evaluated on your participation in the group projects through various assessments, in order to know who is not working up to expectations. Remember, in “real life” and in all professions, group work is a daily reality...so start developing good work habits now!

If you miss a deadline that requires interaction or collaboration with a peer, then you cannot make that work up. You will receive a zero for that assignment. Again, it is imperative that you follow the course calendar carefully.

Discussion Expectations: Your posts must be professional, well organized, grammatically correct, and free of misspellings. You are expected to use proper grammar and write in complete sentences. Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see [Plagiarism](#) and [Summary of Styles](#)). Interaction is a substantial portion of this course. Each discussion board requires a post, reading and responding to at least 2 of your peers' posts (unless other instructions are noted). The posts should be entered directly into the discussion boards. Attachments should be held to a minimum and only used if needed for illustration - like a chart, image, or table. The first post will serve as your original post in reply to the topic and must be at least 150-200 words in length and must be posted no later than midnight on the date indicated on the class schedule, in order to allow sufficient time for your colleagues to respond. Your response post must be between 50-100 words in length and must be posted no later than midnight on the date indicated on the class schedule. They must contribute to the conversation through supportive addition or critique. When the responses are of the latter, they must argue the issue, never the author.

Learning Modules: You will do most of your work in the Canvas Modules. There you will find most of what you need to complete assignments. Be sure to read all the instructions in each learning module. The schedule is just an outline with due dates, and does not have the complete instructions for the assignments nor some of the materials, sources, etc. that you will be provided to work on projects. So, be sure to work in the learning modules as you advance through the course.

Format for Written Work: All assignments should be type written (Times New Roman; Size 12 font), and double-spaced. Please retain a copy of all assignments, especially in electronic form, submitted to your instructor via Canvas throughout the semester. It is expected that all work will be turned in on the due date. Your instructor reserves the right to give students a "0" on work that is late.

No assignments will be accepted outside of the Canvas system. Again, they must be professional, well organized, grammatically correct, and free of misspellings. The writing style required for this course is [APA](#). Additionally, any content quoted, paraphrased, or gleaned from references must be properly cited (see [Academic Integrity](#) and [Plagiarism](#)). All written assignments should be in rich text format (.rtf) or Word format (.doc, .docx). Submissions that cannot be opened will not be graded. Please check the assignment directions to verify when and how feedback will be provided.

There is much to be learned this semester, so systematic and continuous work is a must in order to do well. Make sure to take notes when you read! This will be invaluable in recalling relevant points in class discussions or for the tests. If your needs are not being met in any way, please let me know. After all, this is your class.

#### GRADING SCALE:

Scores are cumulative, and the grade scale represents total points earned.

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

#### ASSESSMENT PROCEDURES:

Your grade will be based on points earned on the following:

Assignment	Value
Rationale for Subject/Topic	5%
Annotated Bibliographies Draft #1 Draft #2 Final Draft	15%
Outline of C-Palms Lesson Plan	10%
C-Palms Analysis	25%
Cultural Profile Original (Week 3) Revisited (Week 14)	10%
Academic Service Learning	20%
Participation (Journals, Blogs Discussion Boards, Quizzes, etc.)	15%

\*Any change will be announced in class and/or communicated via the Canvas announcement tool.

\*\*The requirement of 15 hours of fieldwork must be completed in order to receive a passing grade in this course.

### **COURSE SCHEDULE**

Weeks	Topics & Assignments
1	- APA Discussion & Citation Quiz (Also addressing key components of an Annotated Bibliography including APA formatting) - Student Intro - Syllabus Quiz
2	- Module 2 Discussion - Rationale for Subject/Topic (writing format will be discussed and examples will provided in class)
3	- Chapter Quiz - Cultural Profile Assignment DUE! * Feedback for Rationale Subject/Topic is Provided (student must receive instructor approval before moving into 1st draft of Annotated Bibliography) -criteria for writing an Annotated Bibliography will be discussed
4	- Quiz - 1st Draft of Annotated Bibliography Due! - Begin searching C-Palms for Content Lesson Plan
5	- Module 5 Discussion - Quiz - Feedback from Draft #1 of Annotated Bibliography
6	- 2nd Draft of Annotated Bibliography is DUE! - Discussion
7	- Feedback from Draft #2 of Annotated Bibliography is Provided
8	-Meet with Professor (discuss any last Annotated Bibliography concerns & dialogue on C-Palms Content lesson ideas which is due week 9) - Final Annotated Bibliography is DUE!
9	- Detailed outline of C-Palms Lesson plan is due!
10	-Quiz - Review over C-Palms Assignment and begin Analysis Assignment
11	- Work on C-Palms Analysis (instructor will provide feedback/support as needed)
12	- C-Palms Analysis is DUE (feedback will be provided on final submission)
13	- Field Experience Log - Quiz

14	- Revisit Cultural Profile Adding a Slide Addressing how Mindset has shifted in each identity area as a result of what they learned in this course
15	-Discussion Board -Rate Your Peers
16	-Course Reflection -ASL Reflection

**STUDENTS WITH DISABILITIES:** In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Students Accessibility Services (SAS) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236- 1222), or in Jupiter SR 117 (561-799-8585) and follow all SAS procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from SAS to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**CODE OF ACADEMIC INTEGRITY:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

**SUPPORT SERVICES & RESOURCES:**

Office of Information Technology Online Help Desk:	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>
Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/our">http://www.fau.edu/our</a>
Student Accessibility Services Website:	<a href="http://www.fau.edu/sas/">http://www.fau.edu/sas/</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>
Freshman Academic Advising Services	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>

**COMPUTER REQUIREMENTS:**

Operating System: A computer that can run Mac OSX (some educational material may not be compatible to Mac, if you encounter technical issues, you may contact [eTutoring](#)) or Win XP or higher.

### Peripherals:

1. Speakers and microphone or headset with microphone (if applicable).
2. A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
3. Please visit the Students tab located at the top of the screen for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
4. Other software may be required for specific learning modules, but the links to download and install it will be provided within the applicable module.

### Software Requirements and/or Access:

Microsoft Word

Microsoft PowerPoint or another multi-media presentation tool Java (this is a free download)

Skype for Business

### Required Technical Skills:

To be successful in this course you should be familiar with and be able to execute the following technological skills:

- Creating and posting to a discussion board, blog, or Wiki
- Taking a test through Canvas
- Attaching documents
- Copy and paste functions
- Microsoft Office tools: Word, PowerPoint, Excel
- Searching the FAU library and websites

Technical Problem Resolution Procedure: In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:

1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
2. Complete a Help Desk ticket at <http://www.fau.edu/helpdesk>. Make sure you complete the form entirely and give a full description of your problem so the HelpDesk staff will have the pertinent information in order to assist you properly. This includes:
  - Select “Canvas (Student)” for the Ticket Type.
  - Input the Course ID.
  - In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - Attach the Print Screen file, if available.
3. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2.1-2.4 above).
4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2.1-2.4 above).

5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

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### **Academic Journals**

American Education Research Journal  
Multicultural Education  
Multicultural Perspectives Kappan  
Journal of Teacher Education Review  
of Education Research Rethinking  
Schools Contemporary Education  
Curriculum Inquiry  
Journal of Research in Science Teaching

### **Internet Sites**

Florida Department of Education: [www.fldoe.org](http://www.fldoe.org)  
Sunshine State Standards: <http://www.firn.edu/doe/menu/sss.htm>  
Palm Beach County Schools: [www.palmbeach.k12.fl.us/](http://www.palmbeach.k12.fl.us/)  
Broward County Schools: [www.browardschools.com/](http://www.browardschools.com/)  
FAU College of Education Office of Academic and Student Services: [www.coe.fau.edu/oass/](http://www.coe.fau.edu/oass/)  
FAU: Center for Holocaust & Human Rights Education [www.coe.fau.edu/main/holocaust/](http://www.coe.fau.edu/main/holocaust/)  
Teachers helping teachers: [www.pacificnet.net/~mandel/](http://www.pacificnet.net/~mandel/)  
Diversity Digest (quarterly newsletter of the American Association of Colleges and Universities): <http://www.diversityweb.org/Digest/W97/contents.html>  
Center for Research on Education, Diversity and Excellence at the University of California, Santa Cruz: [www.crede.ucsc.edu](http://www.crede.ucsc.edu)  
Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org)  
Southern Poverty and Law Center: [www.splcenter.org](http://www.splcenter.org)  
Center for Applied Linguistics: [www.cal.org/ncle/DIGESTS/Read.htm](http://www.cal.org/ncle/DIGESTS/Read.htm)  
Science/ Environment: [www.ecoliteracy.org](http://www.ecoliteracy.org) & [www.solartoday.org](http://www.solartoday.org) & [www.b-e-f.org](http://www.b-e-f.org)  
Sexual Orientation: [www.GLSEN.org](http://www.GLSEN.org) & <http://roadtoteaching.com>