Course Description:

Number and Title:

EDUC 2120 (Section 01) (CRN# 23884)

Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

Credit Hours:

3.0 semester credit hours (3-0-3)

Catalog Description:

Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Students will experience a minimum of 10 hours of field-based learning in authentic school settings, and this learning will be specifically and reflectively connected to core course content.
Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to:


Software Requirement:

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

In-class Use of Student Notebook Computers:

Student notebook computers will occasionally be used in the classroom in this course. Computers will be required to access course materials and to communicate with your instructor.

Desire2Learn (D2L Online Classroom):

On-line activity will take place in D2L, the virtual classroom for the course.

- You can gain access to D2L, by signing on to the SWAN portal and selecting the "GaVIEW" icon the top right side. If you experience any difficulties in D2L, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your D2L username, the name of the course that you are attempting to access, and your instructor's name.
**Program Learning Outcomes:**

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies, and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site:

http://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm

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**Course Learning Outcomes:**

1. Examine the nature and function of culture.
2. Explore how history and culture shape worldviews.
3. Examine the development of his/her own cultural identity and learning styles.
4. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities, disabilities, and culture.
5. Articulate strategies for teaching culturally diverse students in the classroom.
6. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination.
7. Identify educators’ cultural practices and expectations that perpetuate and maintain achievement gaps.
8. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.
9. Identify assets and values of diverse populations to bring student learning to higher levels.

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**Term:**

Spring Semester 2013

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**Instructor Information:**

**Instructor:**

Dr. Charles Elfer  
phone: (678) 466-4884  
fax: (678) 466-4884  
e-mail: celfer@clayton.edu  
internet: http://faculty.clayton.edu/celfer

**Office:**

Arts & Sciences, 1st Floor, 110P
Office hours:

Monday, Wednesday, Friday
10:00 A.M. - 12:00 P.M.

*Dr. Elfer is available to students on other occasions by appointment.

Class Meetings:

Classroom:

University Center, U424

Class times:

2:10 P.M. – 3:25 P.M., Monday, Wednesday

Textbook Information:

Text:

- Additional readings for the course will either be made available electronically in .pdf form via the course web portal, or, in some instances, handed out during class as hard copies.
- Students are asked to bring all readings/notes to class for reference and to better facilitate class discussion.

Evaluation:

1. Critical Book Review (15%):
The critical book review asks students to draft a 5 to 7 page paper that provides a brief summary of the book’s thesis, a consideration of themes of difference, and analysis of how the text might impact our own development as educators. Provide evidence of the impact of race, culture, class, gender, ability, geographic locale, etc. in the life history and educational experiences of the book’s main character(s); highlight examples of similarity and difference between yourself and the main character(s) in terms of education and lived experiences (incidents where you personally connect/depart with the book’s main character(s)). Offer your personal assessment of this book in terms of becoming a teacher and strengthening your multicultural competence. You may select a book from the list provided by your instructor (or offer an alternative). There will be no duplicates!
The paper will be written outside of class, must be typed and appropriately formatted, and will be presented in class during Week ____________.

2. Cultural Self-Study (15%):
The purpose of this oral presentation is to provide you with an opportunity to investigate further “who you are” as it relates to your developing practice as an educator-in-becoming in what many would argue is an increasingly diverse American educational landscape. It will challenge you to reflect and critically explore your own identity, assumptions, and life experiences. You will reflect on your own cultural background and examine the **key question**: “How have I come to be who I am?” Here, consider the influence of broad factors such as race, ethnicity, gender, political ideology, nationality, socioeconomic status, sexual orientation, language, religious influences, geographic location, and any other personal factors that you wish to share as well. An **additional question** to consider is “How have my experiences of difference influenced my identity?” Or, “How much interaction or close association have I experienced with people who are different (how different?) from me?” “What impact has the answer to this question had on my thinking?” Also consider critical incidents in educational settings and reflect on the nature of ‘difference’ in life. A 3 page essay accompanies the assignment.

3. Field Experience – **10 hours documented observations required** (15%): Students will be expected to participate in a field experience which should provide an clearer understanding of diversity and culture in relation to educational practice. Upon completion of the field experience, each student will present his/her observations to the class in a short presentation. A 3 page reflection accompanies the presentation. Prompts will be provided as the semester progresses.

4. Participation/Attendance (10%):
Students’ participation grade will reflect every facet of their engagement in the course. In other words, participation in this course is not limited to what is said, or not said, during class sessions. This class is largely discussion-based. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Participation in this course should reflect the same professional standard exhibited in the schools; that is, a student’s manner should be responsible, open-minded, thoughtful, and earnest. **Punctual attendance is required at each class meeting**, as is responsible class participation. Repeated absences, for whatever reason, will hurt the overall participation grade. Please notify the instructor personally or via email if there are any occasions in which you will not be able to meet these expectations.

5. Critical Film Reviews (15%): This assignment asks students to view several films containing themes explored through EDUC 2120. The assignment requires students to unpack and explore themes as encountered. Two films will be selected by the instructor, the other with student input. Each film review will take the form of whole-class discussion and a reaction essay.

6. Exams (30%):
There will be two exams, a mid-term and a final. Each will be worth 15%.

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Book Reaction Paper</td>
<td>15%</td>
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<tr>
<td>Field Experience Activity/Presentation</td>
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<tr>
<td>Cultural Self-Study</td>
<td>15%</td>
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<tr>
<td>Participation/Attendance</td>
<td>10%</td>
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</tbody>
</table>
Critical Film Reviews 15%
Midterm 15%
Final 15%

Grading:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89%</td>
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<tr>
<td>C</td>
<td>70 - 79%</td>
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<tr>
<td>D</td>
<td>60 - 69%</td>
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<tr>
<td>F</td>
<td>below 60%</td>
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Mid-term Progress Report:

The mid-term grade in this course, which will be issued on __________, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 1, 2013. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, March 1, 2013.

Course Schedule:

The course schedule for EDUC 2120 is provided in the table below. Be advised that the schedule is tentative and deviations may be announced as the semester progresses.

Course Policies:

General Policy
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities.
University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabus. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
Attendance is expected for all class periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority (e.g., CSU). Absence does relieve students of their obligations to submit work pre-assigned.

Missed Work
Without a valid excuse, a grade of zero points will be assigned for missed work.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described beginning on page 14 of the Student Handbook (Procedures for Adjudicating Alleged Academic Conduct Infractions).

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

Writing Assistance
The Writers' Studio 224 is located in the A&S building, room 224. There you can talk with trained writing tutors about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a tutor or sign up for a regular appointment. But
remember: you, not your tutor, are ultimately responsible for the quality and content of the papers you submit.

http://www.clayton.edu/arts-sciences/english/writersstudio

Other Policies
1. Each student is expected to come prepared to class having completed assigned readings. Punctuality is expected.

2. Turn your phones off. Don’t search the net during class.

3. If an issue arises, contact the instructor sooner rather than later. Most concerns can be resolved with adequate and timely communication.

4. Be respectful.

5. Students are expected to check D2L and CSU email every day! The instructor will abide by the same policy.

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items

Important dates:

Last day to withdraw without academic penalty: Friday, March 1, 2013

Final Exam Period: Wednesday, May 1, 2013, 2:30 P.M.