



Nia, oya g t-taccui am hab e-ju

(See, our dream fulfilled.)

Syllabus: EDU 201 – Diversity in Education

Welcome!

Welcome to the class! I am looking forward to introducing you to the concepts of culture and diversity through this course. As a student of culture, I am thrilled to be sharing one of my passions with you. This is one of my favorite classes to teach, and by the time we reach the end of the course, I hope it will be one of your favorite subjects, as well! Welcome!

Course Information

Semester: **Fall, 2018**

Course Prefix/Number: **EDU 202**

Course Title: **Diversity Education**

Credit Hours: **3**

Class Days: **Mondays and Wednesdays**

Class Meeting Times: **3:00 -4:15**

Class Meeting Room: **GSK 1**

First Day of Class: **August 18, 2018**

Final Day of Class: **December 10, 2018**

Instructor Information

Name: **Duff (Duffy) Galda**

Phone/Voice Mail: **520-383-1089**

E-mail: **dgalda@tocc.edu**

Office Location: **Ha-Macamdam Ha-Ki, Room 121**

Office Hours: **Monday through Thursday 12:35-1:50**

Instructor Appointments: **Schedule appointments with Instructor**

Course Description

Examination of diversity that encompasses age, class, gender, race, disability, sexual orientation, and culture. Includes the effects of diversity on the K-12 classroom; demographic changes, multicultural philosophies, and diverse perspectives; and approaches for helping students communicate. Also includes analysis of prejudice, single-group studies, multicultural education, and human relations and capital. Also includes an exploration of children's academic achievement in light of learning and teaching styles, and a reconstructionist approach to classroom diversity and curriculum planning.

This class requires a minimum of 10-hours of field experience in an elementary classroom. Students must complete the field experience requirement to pass the course.

Fall Calendar

Fall Semester 2018

First Day of Classes with Welcome/Blessing	Aug 20, 2018
Add without Instructor's signature	Aug 20 - 24, 2018
Add with Instructor's signature	Aug 27 - 31, 2018
Labor Day - College Closed	Sep 3, 2018
Drop/Full Refund Deadline	Sep 4, 2018
O'odham Tas - College Closed	Sep 28, 2018
Fall Break	October 1 - 5, 2018
St. Francis Day - College Closed	Oct 4, 2018
45th Day Census	Oct 5, 2018
Withdrawal Deadline	Nov 2, 2018
Veteran's Day - College Closed	Nov 12, 2018
Thanksgiving Holiday - College Closed	Nov 22-23, 2018
Last Week of Classes/Final Exams	Dec 10-14, 2018
Final Grades Due	Dec 18, 2018
Winter Break - College Closed	Dec 24, 2018 - Jan 1, 2019

Course Objectives

During this course the student will ...

1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) in the United States and their influences on public schools and classroom practices.
2. Identify and discuss the many facets of diversity in the classroom.
3. Identify cultural influences on modes of communication, perception, learning preferences, and world view
4. Identify legal precedents of educational equity and equal educational opportunities
5. Define and analyze differences and similarities between a "deficiency orientation" and "difference orientation" in working with students from diverse backgrounds.
6. Relate children's school achievement to: the development of best practices that are constructivist in their approach; student learning styles; teaching styles; the design of relevant program structures;

and parent involvement in the schools.

7. Employ a variety of approaches for helping students communicate with, accept, and get along with people who are different than them.
8. Analyze and explore the development of prejudice and hostility between groups.
9. Describe the history and development of single group studies including, but not restricted to ethnicity, culture, gender, sexual orientation, class, and age.
10. Identify, discuss and critique the theories and five goals of "multicultural education".
11. Define social reconstructionist theory and discuss its potential influence on schools, curriculum, and instruction.
12. Compare and contrast a variety of approaches to diversity in education.
13. Synthesize text information and apply it to course reflections analyzing field experience observations, class activities, and course readings.
14. Describe how culturally responsive teaching promotes student learning
15. Identify, read, and describe multicultural literature that increases cultural awareness and sensitivity.

Student Learning Outcomes (SLOs)

After completion of the course students will be able to...

1. Discuss the demographic changes (with respect to race, culture, language, social class, gender, and ability) in the United States, their influences on public schools and classroom practices, and the resulting tensions within society.
2. Describe, compare, and contrast multicultural education with culture-based education
3. Define and describe the concepts of culture and diversity and identify and discuss the many facets of culture and diversity in the classroom and compare and contrast a variety of approaches to diversity in education
4. Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes and sociotypes, equity and equality
5. Describe how the concepts of equity and equal educational opportunity have evolved into educational policy

Course Structure

Course Organization

This course is designed around 15 learning modules. One learning module is completed each week of the semester. Progress through the course modules is facilitated through three components: in-class activities, the field work experience, and out-of class readings, assignments, and cultural activities.

In-Class Activities

The class meets twice a week for lectures, discussions, and group activities. Students are expected to attend all class meetings and to actively participate in all class activities.

Field Work Experience

In addition to meeting twice a week as a whole class, students will also be engaged in a required field work experience in which each student volunteers in a local classroom throughout the semester for a minimum of 10 hours. This opportunity for service learning in the field is an integral part of student development and a requirement of the three state universities for all transfer students majoring in Education.

Out-of-Class Student Preparation

Students are expected to access our [Canvas](#) course site multiple times each week and independently complete required out of class readings, homework activities, and written reflections that are part of each module's requirements. The course text, PowerPoint presentations, supplementary readings, and course assignments can only be accessed through [Canvas](#).

Learning Activities

This course will consist of several different types of learning activities including Lectures (supported by PowerPoint presentations), Readings, Reflective Writing activities (including Field Work Experience Observations, and Reflections), Discussions, In-class Group Work and Activities, Videos and Films, Student Presentations, a Midterm Project, and a Final Examination.

Out-of-Class Cultural Enrichment Experiences

Through the 3 cultural diversity enrichment experiences required in this class, you will be broadening your understanding of the concept of culture, and you will be expanding your inter-cultural experiences. You will choose 3 different opportunities for cross cultural or intra-cultural growth that interest you and fit into your schedule. The success and impact of the Cultural Diversity Enrichment Experiences on your learning depend on the activities you choose to complete, your level of engagement in the activities and your commitment to learning from those activities. Some suggestions for how to engage in Cultural Diversity Enrichment Experiences are:

- Attending or Participating in Ethnic Events (*ethnic* refers to a subgroup of the dominant or *mainstream* population)
- Attending or Participating in Religious Rites/Services for a Religion other than Your Own
- Visiting Museums
- Participating in Cultural or Language Immersion Experiences
- Participating in Community Service Activities focused on a Specific Population of People (a subgroup of the dominant or mainstream population)
 - for example, volunteering with Special Olympics, reading to an elderly person, serving food at a food bank

- DACA information sessions
- Ethnic club meetings

Three Cultural Enrichment Experiences are required. These should be as different from one another as possible. After each experience, you will submit a reflection paper on that specific enrichment experience.

Turn-Around Time

The instructor strives to have assignments, written papers and quizzes graded and returned to the students within one week after the due date. E-mail and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Grade checks/progress reports will be conducted during office hours at the request of the student.

Texts and Materials

Required Text:

There are no required text purchases for this course. Open source and on-line readings are utilized for reading assignments.

Required Materials:

Fingerprint Clearance Cards: In certain career fields it is mandatory that you have your DPS Level 1 or IVP fingerprint cards. This is the case for teachers in Arizona. You will need your fingerprint clearance cards before beginning your field experience. The field experience/internship in an elementary or secondary school setting requires the student to have an IVP fingerprint clearance card per Arizona Revised Statutes. **There is a fee (\$72.95) associated with this separate from TOCC tuition that will be the student's responsibility.** Clearance cards may be obtained through the Arizona Department of Public Safety. For details, access the following website:

<https://www.azdps.gov/services/public/fingerprint>

Course Assessment – Student Grades

Evaluation and Grading

Student progress and achievement in this course is evaluated through attendance and participation, quizzes on the out-of-class assignments, written reflections, completion of in-class group activities, student presentations, 3 reflective essays on the 3 required cultural enrichment activities, a midterm project, a final examination, and successful completion of a 10-hour field experience that provides students the opportunity to gain insight into the teaching profession through service learning.

Written Assignment Specification

Written assignments are to be free of grammatical and spelling errors. Written assignments must be uploaded and turned in ON or BEFORE the assignment deadline as an [APA formatted](#) Microsoft Word document, double-spaced with size 11 Arial font.

Grading Calculations

****A 10 hour field experience is required in this class in order to receive a passing grade. Non-completion of the field experience (including failure to submit the required time log, pre-service teacher evaluation, or completed observation packet) will result in a failing grade for the course, and the student will have to take the class again.***

Grading Calculations		
	Submission of signed Syllabus Acknowledgement Form (Must be submitted prior to 3 rd class meeting to remain in course)	20
	Mandatory Syllabus Quiz (Must be completed prior to 3 rd class meeting to remain in course)	20
	Attendance and Participation (10 points per class, must be on time and actively participate in all class activities/discussions)	320
	5-Minute "Finds" (5 finds at 20 points each)	100
	Quizzes on Assigned Readings and videos (14 weekly assignments, often multiple readings per assignment) (12 quizzes at 20 points each)	240
	Required Semester-Long Field Work Experience – Log in Sheet and Pre-Service Teacher Evaluation	100
	Required Semester-Long Field Work Experience – Completed Observation Packet	100
	Field Experience in-class updates - student presentations (3 presentations at 20 points each)	
	Cultural Enrichment Experience Reflection (3 at 50 points each)	150
	Diversity Film Infomercial	100
	3-essay take home midterm exam	250
	Comprehensive Final Exam (week 16) Includes Final Diversity Statement	250
Regular Points Possible		1650
Extra Credit Points	Perfect Attendance	150
	Attending the entire semester with only 1 unexcused absence	100
Maximum Extra Credit Points Possible		150

Grading Scale

Letter grades for assignments, examinations, and the course will be determined by the following scale:

1485-1650	A = 90% - 100% of final regular points possible
1320-1484	B = 80% - 89% of final regular points possible
1155-1319	C = 70% - 79% of final regular points possible
990-1154	D = 60% - 69% of final regular points possible
0-749	F = 0% - 59% of final regular points possible

Instructor Withdrawals

Students who have missed four consecutive classes, not submitted any assignments nor taken any quizzes by the 45th day census report, due on September 29, 2016 are assumed NOT to be participating in the class and will be withdrawn. Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by October 26th, 2016 if you do not expect to complete the class; otherwise you may receive an "F" grade.

Incomplete (I) Grade

"I" grades are not awarded automatically. The student must request an "I" from the instructor who will judge the student's ability to complete the course on his or her own. Generally the student must have completed over 80% of the course requirements with at least a "C" grade. An "I" requires a written contract between the student and the instructor listing work to be completed as well as how and when the work will be done. If the work is not completed within the contract period, the "I" grade automatically reverts to an "F." "I" grades will not be re-evaluated during the final two weeks of the semester when class activities are normally at their most intense.

Special Withdrawal (Y) grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Himdag Cultural Component

The Himdag is the unique worldview of the O'odham people. Within it, the values and beliefs of the

O'odham are deeply embedded and passed from one generation to the next. If the Himdag, which has been taught by O'odham elders to their youth for thousands of years, is to survive and flourish in this ever-changing world, it must be central in the education of O'odham people. In order to ensure that the education of its youth is grounded in the Himdag, the O'odham people have made the education of O'odham teachers, who are prepared to help children learn and live the values and beliefs (T-Wohocudadag) of the Himdag, a priority.

Through this class, students will work together (I-we:mta) to develop a solid understanding of the nature of culture and what makes their culture (T-Wohocudadag) unique within the tremendous human cultural diversity of the world.

As the students in the class progress through the course, they will be encouraged to articulate a personal diversity statement that supports their deepest respect (T-Pi:k Elida) of the diverse cultures of the world as well as their own.

Course Policies and Expectations

Course Requirements

- (1) Attend class regularly and actively participate in the class
- (2) Complete in-class assignments and submit them to the instructor
- (3) Complete all out-of-class readings and assignments
- (3) Complete the Field Work Experience and submit
 - the completed (and signed) time log and TOCC pre-service teacher evaluation
 - the completed Field Work Experience Observation Packet
 - your final Field Work Experience Reflection Paper
- (4) Complete all quizzes, the midterm exam, and the final exam
- (5) Present a minimum of five 5-minute finds

Attendance Policy

Regular class attendance and conscious class engagement are two important factors contributing to success in college courses; therefore, excellent attendance is required.

There are two types of absences, excused and unexcused. However, please keep in mind that an absence IS an absence, regardless of the reason you miss class and you miss valuable learning opportunities when you are absent.

1. Excused Absences

An excused absence is typically an absence that the student schedules in advance with permission from the College or instructor. The following are the types of absences you may **request IN ADVANCE** for the instructor to excuse:

- religious observances and practices
- a funeral for a close family member (funeral program/death certificate/obituary and/or airline/bus tickets are required by the instructor)
- a college-sanctioned activity (as a member of an athletic team for a game, to attend a field trip for another class, or to represent TOCC in some capacity)

- jury duty

Extreme medical emergencies may also be considered excused **if, and only if**, valid documentation is provided (a physician's note on professional letterhead or a hospital admittance form)

2. Unexcused Absences

An unexcused absence is an absence that was not pre-scheduled and authorized by the College or course instructor

Students are required to attend classes regularly. Those who do will be recognized for their effort:

- Perfect attendance is encouraged with an extra credit incentive
 - students who maintain perfect attendance (NO unexcused absences) for the entire semester are awarded a bonus of 150 extra credit points
 - students who miss no more than one class (1 unexcused absence) are awarded a bonus of 100 extra credit points

Students are dissuaded from missing classes. Those who miss excessive classes will be sanctioned:

- Students may accrue **NO MORE THAN THREE** unexcused absences
 - This includes, but is not limited to, unexpected family emergencies, doctor/dentist appointments, illness, personal conflicts, and vacations or travel
 - Do not use your allotted absence(s) frivolously; you may need them during the semester for **emergencies**
- Students who accrue **4 unexcused class absences may be immediately withdrawn from the course**, regardless of the student's earned points or current grade
- Students who miss a class, must send a courtesy e-mail to the instructor on the day of the absence
 - **DO NOT** ask if you have missed "anything important;" the instructor considers EVERYTHING that goes on during class to be important, and she should not be expected to respond with a list or play-by-play report of important learning experiences and opportunities you have missed
- Students who miss a class are responsible for **contacting a classmate to obtain class notes or any class updates**; the instructor has already disseminated the information *in class* and is NOT responsible for re-delivering it to an absent student
- Students who miss a class are responsible for making up any missing work, activities, or class assignments and turning them by the due date

Please note, attendance is more than just sitting in class; it involves active participation for the ENTIRE class period. You must arrive to class on time and remain in class until class is dismissed to be counted “present” for the class.

- Students are required to be in class and seated prior to the start time.
 - For every 2 tardy arrivals, the student will accrue one unexcused absence
- Students must remain engaged in class until the class is dismissed
 - For every 2 “early exits,” the student will accrue one unexcused absence

Make-up policy

Missed assessments (quizzes, exams) may be made up within two days of the exam date **only if they are missed due to an unexcused absence.**

Late assignments that can be made up will be accepted but will be penalized by automatically being docked 25% of the total points possible.

At the instructor’s discretion, extra credit opportunities and optional activities may be provided.

Student Behavior

THIS IS A COLLEGE COURSE; everyone has the right to engage in the learning process and to be in a safe and non-distracting learning environment. College students are expected to:

- take responsibility for their own learning
- to maintain the integrity of the learning environment so that they and their classmates are free to learn with minimal disruption or distraction
- to be respectful of their peers and professors, and
- to assume responsibility for conducting themselves as mature individuals

As such, in this class:

- Students are expected to conduct themselves in a courteous, respectful, and mature manner at all times
- Students are required to power down and **secure out of sight all** personal electronic devices during class time
- Behavior viewed as disruptive by the instructor will not be tolerated
 - If a student engages in behavior that the instructor deems as disruptive to the teaching and learning process, she will address the situation immediately by notifying the student that the behavior being exhibited is disruptive to the teaching/learning process or the learning environment or is in violation of the course policies
 - If the student continues to engage in disruptive behavior, the student will be removed from the class for the remainder of the class period, will be subject to disciplinary actions, and may be withdrawn from the course
 - **Note: A lack of engagement with the class activities and materials, accessing and/or using personal electronic devices, making inappropriate**

comments, using profanity, making threats and verbally posturing, and failing to follow instructor directions are a few examples of behaviors that are deemed disruptive to the learning process

- Students are expected to participate fully in all active learning activities
- Students are expected to work collaboratively, teach and learn from one another, and to present to the class
 - Students are expected to work collaboratively and collegially in cooperative activities
 - Students are expected to be open and listen to new ideas and perspectives
 - There can be more than one way to get view a situation or interpret a problem. Classmates and the instructor have a lot of insight if you allow yourself to listen and be open

Academic Integrity

Violations of scholastic ethics are considered serious offenses by Tohono O’odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O’odham Community College.

All work done for this class must be your own. While you may discuss assignments with other class members, the final written project must clearly be your own. You may use work from books and other materials **if it is properly cited**. Copying from a book without proper reference or from a person under any circumstances will result in an “F” for the assignment, and at the instructor’s discretion, possibly an “F” for the course.

Course Outline and Tentative Schedule

The following is a tentative week-by-week outline of the course activities. Please be aware that course pacing and student interest might result in altering this outline. Students will be advised in class of any changes to this outline.

	Topic	Activities
Week 1	Diversity in all Its Forms	Introduction/Course Overview Ice Breaker On-Line: Week 1 Activities
Week 2	Diversity In and Out of the Classroom Individual Diversity Cultural Diversity	Cognitive, Economic, Intellectual, Ethnic Diversity On-line: Week 2 Readings/Activities

Week 3	Demographic Changes in American Classrooms Building Classroom Communities	Ron Clark Story Classroom Communities On-line: Week 3 Readings/Activities
Week 4	What is Culture? Creating a Culture of Inclusion	5-minute finds Culture Info Session What is Culture? Creating a Culture of Inclusion A Tale of Two Teachers Perspectives for a Diverse America Infomercial Film Choice Due Cultural Enrichment Experience #1 Due On-Line: Week 4 Activities
Week 5	Infomercial Film Screenings Diversity in American Culture	5-minute finds Developing the Infomercial On-line: Week 5 Readings/Activities
Week 6	Diversity Under Attack – Social Cruelty	5-minute finds The In Crowd and Social Cruelty On-Line: Week 6 Activities
Week 7	Bullying and Oppression Defeating the Culture of Bullying	5-minute finds Prevention at School CDC Data on Minorities How to Prevent Bullying On-Line: Week 7 Activities
Week 8	<i>In the absence of tolerance and affirmation, bullying flourishes...</i> Cyberbullying What Adults and Parents Can Do to Prevent Bullying Bully and the Bully Project	5-minute Finds Bullying Statistics Bullying Myths Bullying Affects ALL Our Kids Raising Empathetic Children On-line: Week 8 Activities
Week 9	Mid-term Exams – Take Home, 3 Essays	5-minute finds On-line: Week 9 Exam
Week 10	What is Multicultural Education? Multiculturalism in a Multicultural Society The Importance of Multicultural Education	5-minute finds What is Multicultural Education and Why is it Important? Defining Multicultural Education On-line: Week 10 Readings/Activities
Week 11	Why Multicultural Education Failed Minority Populations A Model of Indigenous Curriculum Development	5-minute finds On-line: Week 11 Activities
Week 12	Poverty, Race, Ethnicity, Social Class	5-minute finds A Framework for Understanding

	Social Inequity Teaching Resources for Teachers	Poverty On-line: Week 12 Activities
Week 13	Gender, Ability, Sexual Orientation, Religion and Diversity	Last week for 5-minute finds Diversity's Impact on Curriculum and Schools On-line: Week 13 Activities
Week 14	Becoming a Culturally Responsive Teacher Teaching in the Culture-Based Classroom	Getting to Know Students Beyond Culturally Responsive Teaching Becoming a Culturally Responsive Teacher Culturally Relevant Pedagogy Field Experience Components Due On-Line: Week 14 Activities
Week 15	Indigenous Peoples and Culturally Responsive Teaching and Curriculum supporting tribal sovereignty, self-determination, and well-being	On-Line: Week 15 Activities
Week 16	Final Exam: Comprehensive Final, Short answer essay format	Final Exam

College Policies
<p>ADA Compliance Statement</p> <p>Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform your instructor at the beginning of the semester so your academic performance will not suffer because of the disability or handicap.</p> <p>Important College Rules</p> <ul style="list-style-type: none"> • Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips • Possession of drugs, alcohol or firearms on college property is illegal • Pets, telephones, pagers, and other personal electronic devices that distract students are not allowed in classrooms • Students creating disturbances that interfere with the conduct of the class or the learning of others will be asked to leave

DISCLAIMER

Your instructor will make every effort to follow the procedures and schedules articulated in the syllabus, but please note, they may be changed in the event of extenuating circumstances.

This syllabus has been designed to be sufficiently flexible to evolve and change throughout the semester based on class progression and student interests. You will be notified of any changes as they occur.