

Donald Watson College of Education
SEC 210: Diverse Learners in Secondary Schools Fall 2014
Part I (8/20/2014-10/6/2014)

Instructor Dr. Denise Ousley-Exum (Part I)

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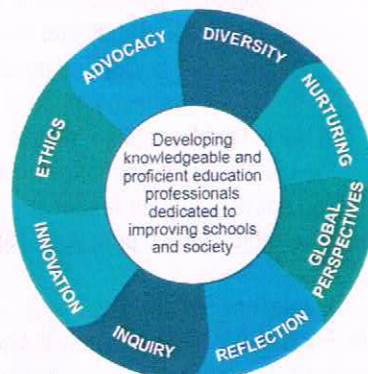
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Office Hours: Drop in hours Mondays and Wednesday, 11:00-2:00

(All other visits must be arranged by appointment, please.)

 University of North Carolina Wilmington



COURSE DESCRIPTION:

This course will focus on teaching diverse learners in the high school classroom. Characteristics of students with disabilities, culturally and linguistically diverse individuals, and students at risk for school failure will be addressed. Instructional practices and classroom management strategies that support the learning of all students in general education classes will be explored.

TEXTS:

- Jensen. (2009). *Teaching with Poverty in Mind*. (ISBN: 978-1-4166-0884-4)
- Other Articles and Readings will be posted on Blackboard or distributed in class.

LEARN LEAD CREATE INSPIRE
 Watson College of Education

Conceptual Framework 2013

COURSE OBJECTIVES:

- Exhibit knowledge and understanding of special needs students included in regular high school classrooms.
- Describe the characteristics of special needs students with disabilities and identify appropriate teaching strategies, accommodations and modifications.
- Identify strategies for teaching students from diverse cultural backgrounds.
- Describe classroom strategies that promote social acceptance and appreciation of cultural diversity and individual differences.
- Describe strategies for enhancing motivation and promoting success for at-risk students.
- Generate appropriate modifications and accommodations for included students based on test data and IEP or 504 plans.
- Delineate strategies for consulting and collaborating with families, teachers, and other professionals who provide support for special needs students.

North Carolina Professional Teacher Standards addressed in this course:

Standard I: Teachers demonstrate leadership

Take responsibility for all students' learning

Advocate for positive change in policies and practices affecting student learning

Standard II: Teachers establish a respectful environment for a diverse population of students

Demonstrate knowledge of diverse cultures

Select materials and develop lessons that counteract stereotypes and incorporate contributions.

Consider and incorporate different points of view

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Standard III: Teachers know the content they teach

Develop and apply strategies to make the curriculum rigorous and relevant

Standard IV: Teachers facilitate learning for their students

Teach the importance of cooperation and collaboration

Standard V: Teachers reflect on their practice

Choose methods and materials as they strive to eliminate achievement gaps

Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

COURSE ACTIVITIES (all assignments will have specific directions and grading rubrics provided)

- Reading/Online Activity Responses 10 responses (20 points total)
 - Learner Biography (10 points)
 - Warm up/Cool down (5 points)
 - Dispositions Demonstration/ Participation (5 Points)
 - Midterm Learning Exhibition--Mythbuster (Essay & Small Group Presentation) (10 points)
- Part I Total: 50 points

1. Reading/Online Activity Responses

(posted to our BlackBoard course site--by the midnight prior to our in-class discussion)

Text responses to assigned readings, chapters, and articles should include your personal responses to the selection, plus the implications of this reading to your future teaching. Text Responses will form the basis of our in-class discussions. Students will post responses to our course website discussion board.

When completing responses to the assigned readings, consider the following questions:

- What was new?
- What connections can you make to our class discussions, field observations, and/or personal schooling experiences?

In each Text Response, please include at least two (2) passages from the reading that you would like to discuss in class. Please provide a brief explanation as to why you chose each selection. Be sure to include the page numbers of the passages you address in your response.

If possible, please print your Text Response for in-class reference.

2. Learner Biography

For this assignment, you will chronicle your story as a learner. By addressing each stage of your education—elementary school, middle school, high school, college/university and workplace (if appropriate)—you will describe who you were (and are) as a learner (behaviors, major activities in and out of school, and learning needs).

You will also identify one memorable teacher from each stage of your education. Briefly describe each teacher's qualities (positive and not-so). Are there any particularities from these teachers that you plan to adapt and use in your own classroom?

3. Warm up / Cool down

For this activity, each student will present a 5-minute student centered warm up or cool down activity. The activity should allow class members to learn something about themselves or each other (or both!).

4. Disposition Demonstration/Participation

Professional Performance: Descriptive Evaluation Criteria

- 5 Exceptional organization and performance in all aspects of the course.
- 4 Defines own standards beyond those established. Work reflects serious consideration of readings and shows substantial variety and significant creativity. Demonstrates ability to ask pertinent questions as well as answer them. Demonstrates holistic view of the subject and of high school contexts. Significant leadership in contributing to content of class meetings.
- 3 Formulates useful questions. Shows creativity. Physically and mentally alert to standards. Places subject in context. Answers questions independently. Draws some parallels to other experiences and readings.
- 2 Participates with cueing. Passive acceptance of subject. Physically and mentally present.
- 1 Physically and mentally absent too often. Unable to articulate or accept basic standards. Massive indifference to standards of professional behavior and scholarship or demonstrates professional negligence.

5. Midterm Learning Exhibition -- Mythbuster

Each student will create a culminating project/presentation/reflection that defines and illustrates individual growth in diversity education, the profession, and as a person. The presentation will focus on refuting a self-selected myth or misunderstanding of diversity/diverse learners/teenagers/schooling/society. Students will choose how they will present their findings: digital story, multimedia presentation, ppt, prez!, pop-up book, Youtube video, etc.

Guidelines:

- 8-12 minute presentation of myth (connection to presenter, how myth is perpetuated in popular culture, kernel of truth—if any--within myth, etc.)
- Clear presentation of information that refutes/debunks myth (facts, statistics, anecdotes, evidence from course readings, interviews with stakeholders, etc.) Sources must be cited.
- How Myth damages students/teachers/parents/community/humanity
- Visual representation of Myth and of Myth Debunked
- Plan of Action for debunking myth in daily/professional life
- Narrative essay explaining each element of presentation (6-8 pages, with sources)

COURSE GRADING

Reading Responses/Online Activities (10@2 points)	20 points
Learner Biography (1@10 points)	10 points
Warm up / Cool down (1@5 points)	5 points
Dispositions Demonstration/Daily Participation	5 points
Final Learning Exhibition—	
Mythbuster Presentation & essay (1)	10 points
Total:	50 points

Total Points Possible for first half of course: **50 pts**

COURSE POLICIES

Attendance, Participation, and Timeliness:

THIS IS YOUR EDUCATION. PLEASE TAKE RESPONSIBILITY FOR IT.

As future educators you are held to a high standard of professional behavior. The expectation is that you will attend all classes, be prepared by having completed required readings and assignments. You are expected to be an active participant in all class activities, make meaningful contributions, have a positive attitude, and respect your fellow students by not interrupting and by respecting their opinions. Academic integrity as defined in the UNCW Academic Honor Code is to be followed at all times. All papers must be typed and in the appropriate format for the assignment.

****Keep a copy of all assignments posted or handed-in during class.**

***Confidentiality of students MUST be protected.** Be careful of unintended identifiers. Papers cannot be shared outside of class, and class discussions must not be repeated. What you observe in the schools is for class discussion only...not for gossip.

Attendance: You are expected to be in class and on time every day. Because of the seminar format, the success of our class depends on the participation of each of you if you are out for any reason you are fully responsible for all material covered in class and any activities, assignments or announcements you missed. Missing more than 2 classes in Part I (8/20-10/6) will negatively impact your final grade. Two in class tardies equal one class absence.

Timeliness: All assignments must be completed and posted on or before the due date. Assignments submitted after the due date will receive half credit.

In-Class Activities

Students will also be evaluated on—and receive credit for—activities completed in class. If you are absent, this work cannot be made up.

Seahawk Respect Compact

In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff, and the broader community.

~ We **affirm** the dignity of all persons.

~ We **promote** the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.

~ We **strive** for openness and mutual understanding to learn from differences in people, ideas, and opinions.

~ We **foster** an environment of respect for each individual where differences are celebrated by the elimination of prejudice and discrimination through education and interaction with others.

Therefore, we **expect** members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

Federal Americans with Disabilities Act

If you have a disability and need reasonable accommodations in order to participate fully in this course, you must be registered with the Office of Disability Services in Westside Hall (x3746). You need to provide a copy of your Accommodations Letter within the first week of class or as soon as possible. You should then meet with your instructor to make mutually agreeable arrangements based on the recommendations of the Accommodations Letter.

Conceptual Framework

This course is designed to focus on key components of the Watson College of Education's conceptual framework: The WCE develops highly competent professionals to serve in educational leadership roles. All educators must use data for decisions, reflect upon their practice, exemplify their commitment to professional standards, implement appropriate communication strategies, and strive to meet the needs of all learners and constituents. Assignments in this course will assist you in preparing to be a competent professional and an

effective leader at the district level and beyond. The Conceptual Framework <http://uncw.edu/ed/pdfs/cf.pdf> and the Mission and Value Statement at <http://uncw.edu/ed/mission.html>.

The UNCW Statement on Diversity in the University Community

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents. Students with Disabilities information and resources available at <http://www.uncw.edu/stuaff/disability/>

Religious Observance Policy

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to the Registrar and to me.

Zero Tolerance Policy

UNCW practices a zero tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://uncw.edu/wrc/crisis.htm> Violence prevention information and resources available at <http://www.uncw.edu/safe%2Drelate/>. We will focus several class discussions on the importance of reducing violence and increasing tolerance in schools and at UNCW.

Cell Phones, Tablets, & Laptops

Please silence your cell phone and do not make calls, access applications, or text during class. If you have a personal, urgent matter for which you need to be on call, please let me know in advance. In addition, please do not have active any PDAs or laptops/netbooks/iPads open and active unless the activity warrants. We will use these devices in selected activities.

THE UNIVERSITY LEARNING CENTER DePaolo Hall 1056 & 1003, first floor 910.962.7857 www.uncw.edu/ulc

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following:

- Learning Services (University Studies) <http://www.uncw.edu/ulc/learning/index.html>
- Math Services <http://www.uncw.edu/ulc/math/index.html>
- Study Sessions <http://www.uncw.edu/ulc/includes/StudySessions.html>
- Supplemental Instruction <http://www.uncw.edu/ulc/si/index.html>
- Writing Services <http://www.uncw.edu/ulc/writing/index.html>

Qualities/Dispositions for Teacher Agency/Leadership

Professional Performance:

- I show initiative in responding to assignments, projects and class activities.
- I come to classes prepared including having read the article/chapter and/or completed all class assignments.
- I engage actively in class.
- I have excellent attendance and am punctual.
- I ask pertinent questions as well as I demonstrate the ability to answer pertinent questions.
- I am considerate and thoughtful in my participation in class.

One Secondary Program Goal is to help develop the dispositions of teacher leaders. – We want our graduates to be teachers who are passionate, intelligent, and informed—who can initiate change, who can lead in their classrooms and in their schools.