

Course: ED680 E & EN Diversity and Equity in Schools  
Credit: 3 Credit Hours  
Semester: Spring 2020 (Cycle 4)  
Date/Time: Thursdays evenings, 1/16/2020 – 3/5/2020, 6:00 – 9:00 p.m.  
Location: East Education Building, Room 125  
Instructor: Allan Henderson  
Contact Info: Email: [allan.henderson@calvary.edu](mailto:allan.henderson@calvary.edu)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

## I. DESCRIPTION

This course offers an intermediate overview of the nature and variety of human differences. Course content explores the cultural, physical, social, psychological, and spiritual issues related to diversity and emphasizes the biblical perspective of variation in schools within the overarching plan of God.

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## II. OBJECTIVES:

A. General Competencies to be achieved. You will:

1. Learn about and understand the role, the significance, and the general importance of educational, cultural, and multicultural diversity theories and equitable practices relative to schools and schooling.
  - a). Program Objectives 1 & 4
  - b). Assignments A1, A2

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2. Gain relevant and useful information about the nature, existence, influence, and impact of diversity issues as well as some of the historical and national trends in education.
  - a). Program Objectives 3 & 4
  - b). Assignment A1, A2
  
3. Develop skills in thinking critically, discussing constructively, and writing creatively regarding a variety of related questions and issues.
  - a). Program Objective 2
  - b). Assignment A1, A2
  
4. Discover a variety of pedagogical concepts, ideas, effective strategies, methods, media, and means for addressing the issues that relate to typical instructional practices in diverse classrooms and multicultural communities.
  - a). Program Objectives 2 & 3
  - b). Assignment A1, A2

B. Specific competencies to be achieved. You will:

1. Identify various factors of diversity as they relate to the students in each classroom and the dynamics that affect individual and group interactions, teaching effectiveness, and student learning.
  - a). Program Objective 1
  - b). Assignment A1, A2, A3
  
2. Relative to diversity and multicultural issues, generally understand some of the current instructional theories and practices in schools and communities
  - a). Program Objectives 1, 2, & 3
  - b). Assignment A1, A2
  
3. Identify some of the major problems, issues, questions, and principles presented in class as they relate to the problems of diversity and equity
  - a). Program Objectives 1 & 2
  - b). Assignment A1, A2
  
4. Evaluate selected theoretical issues, as well as some of the contemporary practices current in American schools and schooling.
  - a). Program Objectives 3 & 4
  - b). Assignment A1, A3

5. Describe situations in which various instructional means and methods might best be used to address the diverse and equity needs of students.
  - a). Program Objective 1
  - b). Assignment A1, A3

### III. REQUIRED MATERIALS

#### A. Bible

**The Bible** is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

#### B. Other Textbooks

Noel, Jana (Ed.). (2012). *Classic edition sources: Multicultural education, 3<sup>rd</sup> Ed.* New York: McGraw-Hill. (ISBN-978-0-07-802621-8; Price — \$50.00).

### IV. REQUIREMENTS

#### A. Specific Course Requirements

1. Assignment #1 — *Textbook Readings and Reflective Reading Report*: Read the textbook, *Classic edition sources: Multicultural education, 3<sup>rd</sup> Ed.*, by Jana Noel. After reading the textbook, select any five (5) chapters and write a reflective review of them. Your paper should begin with an introductory paragraph and end with a concluding paragraph. The rest of your paper should explain the purpose of each of the five textbook chapters, describe their main points, and contain a brief summary statement of what you learned and how you should apply the material covered in this text. Utilize APA-style headings for each chapter that you review. This paper is to be submitted electronically (length, 4-5 pages; due no later than January 27, 2020).
2. Assignment #2 — *Personal Exploration and Reflective Philosophy Paper on Diversity and Equity*: From a reflective and critical point of view, write a paper which reviews, compares, contrasts, evaluates, reveals, and reflects your philosophy about diversity and equity. Your paper should make an honest attempt

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to address some of the following questions — who are you? What does diversity mean to you? What is your ethnic/racial heritage? How do you feel about your ethnic/racial identity? Who (or what) were the most significant influences in establishing your racial, ethnic, and cultural identity? What experiences have you had with people whom you perceive to be both alike and different from you? As a child, did you have friends from a different racial/ethnic background? How have your friends influenced your views? How were people of different cultures viewed in your family? What messages did you get about people who were different from you? Is it important for today's graduate students in education to take a course in diversity and equity? Support your assertions with external source information (length, 5-7 pages; due no later than February 10, 2020).

3. Assignment #3 — *Personal Interview of a Person from Another Culture*: For this assignment, the professor will provide instructions about completing an ethnographic interview. Due to the length of the course and the necessary time to thoroughly complete a qualitative study on an ethnic or cultural group this assignment serves to get students familiar with the process so they can utilize ethnographic research to understand further how to be effective educators across ethnic and cultural boundaries (length 3-5 pages; due no later than March 2, 2020).

#### **B. Reading and Responses**

Read Noel, Jana (Ed.). (2012). *Classic edition sources: Multicultural education, 3<sup>rd</sup> Ed.*

#### **C. Writing**

1. Student are expected to format all research papers according to the APA 6<sup>th</sup> edition manual.
2. The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

### **V. METHODS**

- A. Evaluation: Final evaluation is a reflection of individual student performance and/or competency as demonstrated through the completion of the course requirements as outlined in this syllabus and the material presented in class. Final course grades will be determined according to the following criteria:

50% = written assignments, homework, papers, presentations, and projects

30% = readings

20% = quizzes

#### **B. Grading**

The grading scale listed in the current University Catalog will be used for this course.

## VI. POLICIES

### A. Academic Honesty

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

### B. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

### C. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

### D. Accommodations Statement

Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any condition that may require support.

### E. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 6th edition.

### F. The Clark Academic Center

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## VII. BIBLIOGRAPHY – The following are recommended for further study.

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