

UNIVERSITY OF MARYLAND
Department of Curriculum and Instruction
Inclusion, Diversity and Professionalism in Secondary Teaching (2 credits)

EDCI 474 Section 0101

Spring 2006

Instructor:	Susan DePlatchett	Class Meetings:	Wednesdays 4:30-6 pm.
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PURPOSE OF THE COURSE

The goal of teacher education programs at UMCP is to prepare thoughtful, reflective practitioners for life working in our nation's pluralistic schools. EDCI 474 is designed as a cross-disciplinary capstone course for secondary education majors to be taken during the student teaching semester. Meant to be theoretical in focus, students will be introduced to critical theories related to issues of inclusion, diversity and professionalism in the secondary classroom and will discuss and analyze the challenges that today's classrooms present to educators. Students will also consider these challenges practically as they examine case studies based on the experiences of secondary teachers and meet with highly experienced and successful practitioners in the areas of study through guest presentations. These purposes are consistent with the University of Maryland's College of Education mission as a Research I institution that views Research, Inquiry, Diversity, Collaboration, and Technology as foundations of its conceptual framework. http://www.education.umd.edu/teacher_education/downloads/framework.doc

Texts:

Readings will be taken from the following texts. Copies will be placed on reserve for your use.

Readings for Diversity and Social Justice: An Anthology on Racism, Anti-Semitism, Sexism, Heterosexism, Ableism, and Classism. (2000). Edited by M. Adams, W.J. Blumenfeld, et al. New York: Routledge.

Diversity in the Classroom: A Casebook for Teachers and Teacher Educators. (1993). Edited by Judith H. Shulman and Amalia Mesa-Bains. Hillsdale: Lawrence Erlbaum Associates.

Teaching to Learn, Learning to Teach: A Handbook for Secondary School Teachers. (2003). Alan J. Singer with Maureen Murphy, S. Maxwell Hines, and the Hofstra New Teachers Network. Mahwah, N.J.: Lawrence Erlbaum Associates.

Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. (2000). Edited by Suzanne E. Wade. Mahwah, N.J.: Lawrence Erlbaum Associates.

Affirming Diversity: The Sociopolitical Context of Multicultural Education. (2004). Sonia Nieto. Boston, MA: Allyn & Bacon.

Taking Sides: Clashing Views on Educational Issues (13th ed.) (2005). Edited by James Wm. Noll. Dubuque, IA: Mc-Graw-Hill/Dushkin.

Course Objectives:

1. Students will become knowledgeable about background and policies in inclusion, ESOL, school-parent-community relations, school policy and procedures, and commitments to continuing professional development.
2. Students will become knowledgeable about multiple perspectives on central issues in education: diversity, inclusion, professionalism, English language learners, teacher quality, school policies, school community, and behavioral needs of students.
3. Students will identify how schools and classrooms can promote or inhibit opportunity, equality and social justice.

Related Essential Dimensions of Teaching (EDOT) Goals:

1. Students will incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community. (#3)
2. Students will demonstrate knowledge of strategies for integrating students with special needs into the regular classroom. (#4)
3. Students will demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity. (#8)
4. Students will engage in careful analysis, problem-solving, and reflection in all aspects of teaching. (#10)

Tentative Course Outline/Calendar

Readings, Assignments, and Updated Calendar will be posted on WebCT.

Week	Date	Topic
1	1/11	Course Overview & Expectations Building a Learning Community
2	1/18	Professionalism Guest Speakers – Mr. Sylvester Conyers, Principal Eleanor Roosevelt HS Dr. Constance Gibb, Principal, Buck Lodge MS
3	1/25	Professionalism
4	2/1	Diversity & Multiculturalism
5	2/9	Note: Date Changed to Thursday, Feb 9 Diversity & Multiculturalism Presentation by Dr. Gloria Ladson-Billings – 0106 Francis Scott Key, 4:30-6:30 PM
6	2/15	Diversity & Multiculturalism
7	2/22	NCLB Guest Speaker – Dr. Leroy Tompkins, Chief Accountability Officer, PGCPs
8	3/1	English Language Learners
9	3/8	English Language Learners
10	3/15	Inclusion
11	3/22	Professionalism Finding my First Teaching Job, Interviewing Skills, Resume Preparation
12	3/29	Inclusion
13	4/5	Inclusion
14	4/12	NO CLASS – Spring Break for MCPS and PGCPs
15	4/19	No Class
16	4/26	No Class
17	5/3	Peer Mediation and Character Education
18	5/10	Q & A with Panel of First & Second Year Teachers

Course Requirements

Given the nature of this course, both the themes and purposes, success depends upon your engagement in inquiry, analysis, synthesis, reflection and respect of others. General expectations for undergraduate study are that students spend an hour preparing for every credit. On average you should spend a minimum of two hours outside of class each week engaged in the following requirements for this course:

Attendance, Readings and Participation (30 points in class / 30 points on-line)

You will be expected to attend all scheduled classes. If you are unable to attend class for some documented emergency, you must contact me prior to the class. You will be expected to make-up the missed class with an activity/ written assignment to be determined by the instructor.

You are expected to come to class prepared, having read the assigned readings and taken notes. Your notes should go beyond the basic level of comprehension and capture how the readings added to your knowledge or changed your thinking. No matter how much you may agree with the author's perspective, force yourself to consider alternative perspectives, criticisms, or weaknesses. These notes should serve as a basis for your written assignments and will assist you in participating both in class and on line discussions thoughtfully, responsibly, and constructively.

You are expected to actively participate both in class and on line activities and discussions. Be prepared to share insights with the class each week that are shaped by the readings. Participation does not end in class each night but rather will always continue throughout the week via the discussion list. You are expected to contribute to the on-line discussions in the same manner you are expected to participate in class. Your participation is important not only for your own growth and learning but also for the learning of others. Our discussions serve as a forum in which you can sharpen your thinking, test your ideas, exchange insights and perceptions with the instructor and with each other, and contribute towards others thinking. As a result, we must all try to work hard at providing opportunities for all perspectives to be voiced and listened to in order to maximize the learning potential of this course. We will all strive to be tolerant, patient, and respectful of diverse viewpoints.

Critical Reflection Papers (15 points each)

Twice during the semester you will submit a 2-3 page (double spaced, 12-point font with 1 inch margins) critical reflection paper based on assigned reading(s) from class. These papers will require you to

- a) state the topic(s) on which you are focusing
- b) summarize how your reading and reflecting expanded, changed or confirmed your thinking about those topics
- c) offer a well-reasoned critique of the readings
- d) provide a reference list that includes at least two articles beyond the required reading

Submit these papers electronically, as an attachment, to my email address. The first paper is due by Saturday, March 4; the second paper is due by Saturday, May 6.

Portfolio Artifact (10 points)

Students will develop one portfolio artifact that is related to course topics.

Grades

Your final grade will be based on the following assignments and point system:

Class participation	30 pts.
On line discussions/responses	30 pts.
Critical Reflection Papers (2)	30 pts. (15/paper)
Portfolio Artifact	10 pts.

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Honor Code

The following statement should appear on all assignments:

"I pledge on my honor that I have not given or received any unauthorized help on this examination or assignment."

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.

Students with a Documented Disability

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Religious Observances

Students will not be penalized for absences because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

Related Readings and Resources

General References on Inclusion

- Male, M. (2002). Technology for inclusion: Meeting the special needs of all students (4th ed.). Boston, MA: Allyn and Bacon.
- Mercer, C. D. (2000). Students with learning disabilities. Boston, MA: Pearson.
- Putnam, J. W. (Ed.). (1998). Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom (2nd ed.). Baltimore, MD: Brookes Publishing Company.
- Retish, P., & Schmale, B. (1991). Students with mild disabilities in the secondary school. New York: Longman.
- Reynolds, M. C. (1982). Teaching exceptional children in all America's schools (Rev. Ed.). New York: Longman.
- Reynolds, M. C. (1988). Adaptive mainstreaming: A primer for teachers and principals. New York: Longman.
- Salend, S. J. (2001). Creating inclusive classrooms: Effective and reflective practices (4th ed.). Old Tappan, NJ: Prentice Hall.

General References on Multicultural Education

- Banks, J. A. (1993). Multicultural education: Historical development, dimensions, and practice. In L. Darling-Hammond (Ed.), Review of research in education: Volume 19 (pp. 3-49). Washington, D. C.: American Educational Research Association.
- Banks, J. A. (1991). Teaching strategies for ethnic studies (5th ed.). Boston, MA: Allyn and Bacon.
- Banks, J. A., & Banks, C. A. (Eds.). (1995). Handbook of research on multicultural education. New York: Macmillan.
- Banks, J. A., & Banks, C. A. (Eds.). (1992). Multicultural education: Issues & perspectives (2nd ed.). Boston, MA: Allyn and Bacon.
- Davidman, Leonard & Davidman, Patricia. (1997). Teaching with a Multicultural Perspective. New York: Addison Wesley Longman, Inc.
- Grant, Carl A. & Sleeter, Christine E. (2003). Turning on Learning: Five Approaches for Multicultural Teaching Plans for Race, Class, Gender, and Disability (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Frideres, J. A. (Ed.). (1989). Multiculturalism and intergroup relations. New York: Greenwood Press.
- Garcia, E. E. (1993). Language, culture, and education. In L. Darling-Hammond (Ed.), Review of research in education: Volume 19 (pp. 51-98). Washington, D. C.: American Educational Research Association.
- Gollnick, D. M., & Chinn, P. C. (2001). Multicultural education in a pluralistic society (6th ed.). Paramus, NJ: Prentice-Hall.
- Koppelman, Kent & Goodhart, R. Lee. (2005). Understanding Human Differences: Multicultural Education for a Diverse America. New York: Pearson Education, Inc.
- Nieto, Sonia. (2004). Affirming Diversity: The Sociopolitical Context of Multicultural Education (4th ed.). Boston, MA: Pearson Education, Inc.
- Spring, Joel. (2004). The Intersection of Cultures: Multicultural Education in the United States and the Global Economy (3rd ed.). New York, NY: McGraw-Hill.
- Stevenson, H. W., Chen, C., & Uttal, D. H. (1990). Beliefs and achievement: A study of Black, White, and Hispanic children. Child Development, 61, 508-523.
- Stevenson, H. W., & Lee, S. Y. (1990). Contexts of achievement: A study of American, Chinese, and Japanese children. Monographs for the Society for Research in Child Development, 55 (1-2, Serial no. 221, pp. 1-7, 18-28, 29-35, 36-48, 59-67, 76-82).
- Takaki, Ronald. (1993). A Different Mirror: A History of Multicultural America. Boston: Little, Brown & Company.
- Wolfson, N. (1989). Perspectives: Sociolinguistics and TESOL. Cambridge, MA: Newbury House Publishers.

General References on Character Education & Classroom Management

- Emmer, Edmund; Evertson, Carolyn; Worsham, Murray. (2003). Classroom Management for Secondary Teachers (6th ed.) Boston, MA: Allyn & Bacon
- Lickona, Thomas. (1991). Educating for Character: How Our Schools Can Teach Respect and Responsibility. New York, NY: Bantam Books.
- Marzano, Robert J. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision & Curriculum Development.
- Thorson, Sue A. (2003). Listening to Students: Reflections on Secondary Classroom Management. Boston, MA: Allyn & Bacon.