

South Plains College
EDUCATION 2301
SPRING 2018

Course Title: Introduction into Special Populations

Instructor: The Professor is Dr. Annette E. Smith; office on the third floor of the library building (LIB 336). Office hours are Mon/Wed - Tu/Th 2:30pm-4:00pm; Fri 9am-12pm by appointment.

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Other Contact Support:

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General Course Information

Course Description: Prerequisite: Completion of EDUC 1301 or the approval of instructor. An enriched pre-service course and content experience that: a) Provides an overview of the school and classrooms, gender, socio-economic status, ethnic and academic diversity and equality with emphasis on factors that facilitate learning; b) Provides students with support to participate in early field experiences in all levels P-12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

Course Objectives: The purpose of this course is to provide students with a) a basic introduction to the historical, sociological, and philosophical foundations of multicultural education and b) the opportunity to observe professional teachers in a special population-teaching environment.

Course Content Overview:

1. To examine from different theoretical perspectives of different learning styles, linguistic diversity, and inclusion into the classroom of students coming from diverse backgrounds.
2. To promote the study of the historical and contemporary experiences and contributions of people of color, women, and other underrepresented groups.
3. To analyze the influence on learning of such social identities as race, class, ethnicity, language, and gender, and to understand how discrimination based on these factors translates into school structures, policies, and practices that perpetuate inequality.
4. To develop a sound philosophical rationale for multicultural education and critically examine the role of multicultural education in school reform and social change.

Specific Course Requirements

Course Requirements: **EDUC 2301**, as the course title indicates, is an introduction into special populations within the teaching profession and a requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester,

students will be given three field-experience and video assignments. Students will also need to complete and pass a criminal background check.

All assignments and labs will need to be printed in hard copy format and turned in during the appointed class time. No assignments or labs will be accepted through e-mail without prior approval. Be sure and keep a copy for your records.

Each assignment should be in Times New Roman Font in size 12 and 1" margins. Be sure and use your spell check, punctuate sentences correctly, and follow APA guidelines/formatting when listing literature sources. The number of pages will be given per assignment. **Points will be deducted for not following this standard and page length.**

PLEASE CAREFULLY NOTE (BELOW) THE GUIDELINES AND EXPECTATIONS OF THE COURSE

- NO LATE assignments or labs will be accepted without prior approval and a grade penalty will be applied.
- Students failing to appear for the final presentation will be given a final course grade of an "F".
- Students not submitting an APA paper for the course will be given a final course grade of an "F".
- **For all classroom (both) individual and group presentations and AAT observations, professional dress is required.** Professional dress is considered a collared button down or polo shirt, Dockers, slacks or skirt. Does not include hoodies, sweat pants, flip-flops, tee shirts, ball caps, jeans, tennis shoes, shorts, mini-skirts, or any other type of casual clothing for sports or leisure.
- **Students observed texting on cell phones during class will be asked to leave the class on the first occurrence, be sent to the Dean of Arts and Sciences after the second occurrence, and dropped from the course with an "F" after the third occurrence.**
- Students needing to have cell phones visible during a class are required to ask the instructor's approval PRIOR to the class, otherwise will be asked to put them away.
- Students that are loud, argumentative, disruptive or causing any sort of disturbance (resulting in student complaints) within and during the class will be asked to leave and visit with the department chair before being readmitted into the next class meeting.
- Students with violations found within the SPC Student Code of Conduct Handbook will be sent to the VP of Student Affairs for disciplinary action, and will be removed from the class. This also includes students that take part in inappropriate and unsubstantiated negative verbal public discussions against the course, any professor, student or the AAT program. They will be asked to remove themselves from the course and the AAT program.

A Blackboard Account will be set up for this course and each student will need to have access. It will be used for the following delivery:

- Communication (between instructor and students)
- Course Calendar and Updates
- Submission of Exams and Assignments (as per instructor)
- Delivery of Reading and Class Power Points
- Class postings and materials

Materials Needed: Students will need standard college supplies, including notebook paper, pens, and pencils. Specifically, you will need a three-ring notebook, set of 5 subject indexes and a small spiral notebook that can be used for a journal and fit inside the 3-ring notebook, if you do not have one from EDUC 1301. Handouts are distributed on a weekly basis.

Textbooks:

Howard, T.C., (2010). Why race and culture matter in schools: Closing the achievement gap in America's classrooms. New York: Teachers College Press, Columbia University.

Hadaway, N.L., Vardell, S.M., & Young, T.A. (2004). What every teacher should know about: English language learners. Boston, MA: Allyn and Bacon Start Smart Series.

Brown, S.C., Kysilka, M.L. (2003). What every teacher should know about: Multicultural and global education. Boston, MA: Allyn and Bacon Start Smart Series.

Shetterly, M.L. (2016). Hidden figures. New York, NY: William Morrow.

Miller, P.C., Ruegg, R., Araki, Naoko, A., Agnello, M.F. & De Boer, M. (2017). The concise APA handbook. Charlotte, NC: Information Age Publishing, Inc.

Instructional Delivery: The student will meet with the instructor to determine course progress on a regular, scheduled basis. Instruction will be delivered through lecture, simulations, demonstrations, discussions, group collaboration and guest speakers.

Attendance: Attendance in class is required at South Plains College. If you should miss class for any reason, please call a fellow student in the class to see what you have missed. Send the instructor an email or call as soon as possible after an absence or before an absence if you have a planned conflict. I allow up to **three excused** absences per semester for any reason. If a fourth absence occurs, then we will need to visit. There will be a five-point deduction off your participation grade for each of these three absences. However, above three without proof of a family emergency or death there will be a 5-point deduction off your final grade for each. Please schedule doctor appointments, parent-teacher conferences, university advising sessions, etc. at a time other than your class time.

Grading and Final Evaluation:

Participation/Attendance/Professionalism:	20%
Group Projects and Presentations	20
Lab/Observation Reflections and Critique	20
Midterm APA Paper	20
Exams (2) and Final Presentation	20
Total:	100 %

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = Below 60

Academic Integrity: It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. Classroom behavior that is not conducive to learning will be dealt with according to the guidelines set forth on the South Plains College Catalog and Student Handbook. The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension. The Department Chair, Academic Dean and Vice President of Academic Affairs will be consulted for appropriate disciplinary action.

To be more specific, this includes copying the work of another author and not citing the source from where it was found. (Plagiarism) A failing grade will be given for the assignment. Any student caught or reported cheating on an exam will also be given a failing grade and possibly dropped from the course. You are in a teacher preparation program and behavior of this sort is not conducive to the standards and behavior that is expected as a participant in the AAT program.

Professionalism: I place a **great** value on professionalism. It is KEY to being an effective teacher and this semester is your opportunity to demonstrate this skill. Your participation/attendance/professionalism grade is a subjective grade, which is judged based upon my perspective, and measured by your actions. It will be expected during your class times and especially during your field experiences. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism are but not limited to: Effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...Maintain positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

You will be assigned to a group and will become a part of a team. Failure to work with that team in a cooperative manner will be viewed as unprofessional behavior and points will be deducted from your participation grade. At the end of each group project, you will be given an evaluation form to rate the over-all performance of each member of your team during the project. These scores will be averaged and become a part of your final project grade. If you have a problem or concern with a group member, please let me know ASAP. This does not mean that the entire class needs to be informed or involved. Failure to comply with this request will result in appropriate action as necessary to maintain the cohesiveness of the class, which may include removal from the course (grade of "F" will be given) and the AAT program.

Accommodations: I wish you success in EDUC 2301 at South Plains College. My role is to help you through this course, and prepare you for entrance into a future teacher education program to complete your certification. If you have questions or concerns, please call, e-mail or come to my office to visit with me. If you believe that you might be eligible for special accommodations due to a learning disability, you should visit the Office of Special Services within the Counseling Department (Call ext. 2530 to make an appointment).

Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement: Levelland/Reese Campus

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

Course Outline for EDUC 2301

Please note that the reflection and critique papers listed below are to be a minimum of two complete pages, double spaced using New Times Roman Font set at 12. Margins are to be no larger than 1”, unless otherwise stated by the professor. They will be graded on the following four criteria: Length, Content, Proofing, and Sentence Structure. Failure to comply with these standards will result in points being deducted from your grade.

Field Experience – Reflections

You will need to take detailed notes over each field experience. EDUC 2301 differs from EDUC 1301 in this area. Rather than writing a reflection over each field experience, you will be given a reflection project to be completed and submitted for grading towards the end of the semester.

Failure to attend the assigned observation time will result in a zero for the reflection grade without a valid and documentable reason. Be sure to read carefully the “Observation Procedures and Rules” sheet. *In addition, you will be required to turn in a signed (by school) goldenrod verification sheet to Mrs. Darr at the conclusion of each observation. In order to submit your observation project, those verification sheets must be turned in.*

Final APA Paper: Education is considered a social science. All professional writing in the field of education is done in the APA (American Psychological Association) style format. It is important for you to learn this proper format so that you are able to correctly reference a source or create a bibliography for your writings.

Special Note: This will be the second APA paper that has been assigned in the education course sequence. Please use your first APA (graded and critiqued) paper from EDUC 1301 to make the necessary improvements. This paper will be graded at university standards. The area researched should be in alignment with course goals and objectives and triangulated with the project-based learning project. **The instructor must approve all topics prior to the beginning of the research process.**

Critiques: Several pieces of literature will be assigned for reading and evaluation. Each group will give a class overview over one of these journal articles. Individually each student will submit a written critique over an assigned work.

Group Projects:

The class will divide into groups of no more than 3-4 students. The following group projects will be created by the members of each group, and presented to the class in presentation format. A summary of the goals and objectives of the project will be required at the time of the class presentation.

Project 1: Linguistic Diversity Poster Project (Group Project)

Project 2: Linguistic Diversity Game Project (To be combined with final project/substituted as activity for Project 3)

Project 3: Final Project on Linguistic Lesson Plan Presentation using Multiple Intelligences and Bloom's Taxonomy (each objective needs to be tied to a MI and Bloom's. A class handout will be required and class activity demonstrated. A complete lesson plan will need to be submitted as part of the group grade.)

Statement of Personal Responsibility

Successful completion of this course depends on the student accepting personal responsibility for:

- following guidelines/rules/instructions of the syllabus
- completion of 16 hours of observation time
- attending class (arriving on time) with an attitude to actively participate in the classroom learning experience and intellectually acquire the material presented, without texting or perusing social media during class,
- setting aside adequate study time to read and prepare for classes,
- budgeting sufficient time in advance of exam and assignment dates to successfully accomplish each course requirement
- evaluating personal performance as reflected in each individual grade received and the cumulative effect of those grades on the successful completion of this course,
- taking responsibility for strategies and tasks which will improve study skills and habits during this semester,
- and accepting personal responsibility for the choices, actions and consequences made as a student of this course.

I, _____ (printed name), have read the entire syllabus for this course, and understand the contents, requirements and obligations. I agree to accept personal responsibility for my performance as a student in this course and the consequences for my decisions and actions.

(Signature) _____

Date _____ Course, Section _____

This signed Statement of Personal Responsibility must be returned to the professor by the end of the first class/during second week of classes (of the relevant semester). Failure to return the signed Statement may result in the student being dropped from the class with an “X” on or about the Official 4th Class Day. If you have any questions regarding the syllabus and course requirements, please contact me to resolve your concerns. Examine the syllabus thoroughly to ensure you will have no conflicts which may prevent successful completion of all the requirements.