Dewar College of Education and Human Services  
Valdosta State University  
Department of Early Childhood Education

EDUC 2120  
Exploring Social and Cultural Perspectives on Diversity  
3 SEMESTER HOURS

**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards**

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


**Course Description**

Fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specially, this course is designed to examine the nature and function of culture; the development of individual and group cultural identity; definitions and implications of diversity; and the influence of culture on learning, development and pedagogy. Successful completion of the field experience for ten hours is required. Prior to beginning the field experience, students must complete a criminal background check and obtain liability insurance (Undergraduate Catalog 2014-2015, P. 331)

**Recommended Texts & Materials (are posted in BlazeView - CONTENT)**


WIDA Consortium: World-Class Instructional Design Assessment.

**COURSE OBJECTIVES** (show alignment to InTASC Model Core Teacher Standards for all educator preparation courses)

Teacher candidates will be able to:

1. Examine the nature and function of culture. (InTASC S4, S5; GE 1, 2, 3, 4, 6, 7, 8)
2. Explore how history and culture shape world views. (InTASC S4, S5; GE 1, 2, 3, 4, 6, 7, 8)
3. Examine the development of his/her own cultural identity and learning styles. (InTASC S1, S2; GE 1, 2, 3, 4, 6, 7, 8)
4. Develop and apply strategies for observing, analyzing, and comparing differences related to family structures, socioeconomic status, abilities/disabilities and culture. (InTASC S6, S7, S8, S10; GE 1, 2, 3, 4, 6, 7, 8)
5. Articulate strategies for teaching culturally diverse students in the classroom. (InTASC S6, S7, S8; GE 1, 2, 3, 4, 6, 7, 8)
6. Identify school practices and policies that perpetuate and maintain achievement gaps, including negative stereotypes, related to race, class, persons with disabilities, gender, sexual orientation, and other forms of prejudice and discrimination. (InTASC S1, S10; GE 1, 2, 3, 4, 6, 7, 8)
7. Identify educators’ cultural practices and expectations that perpetuate and maintain achievement gaps. (; InTASC S5; GE 1, 2, 3, 4, 6, 7, 8)
8. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students. (InTASC S6, S7, S8; GE 1, 2, 3, 4, 6, 7, 8)
9. Identify assets and values of diverse populations to bring student learning to higher levels. (InTASC S9; GE 1, 2, 3, 4, 6, 7, 8)

The course title, course description, and course objectives are to be used universally throughout the University System of Georgia.

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. YOU are responsible for taking the three quizzes (Q-1, Q-2 & Q-3) in BlazeView before the due date.
2. YOU are responsible for posting the seven assignments (A-1, A-2, A-3, A-4, A-5, A-6, and A-7) in BlazeView DropBox before the due date.
3. The VSU computer labs are always open to you, and late submissions are not acceptable.
4. DO NOT E-MAIL ASSIGNMENTS THROUGH BLAZEVIEW OR VSU E-MAIL. THEY WILL NOT BE ACCEPTED.
5. You have been given at least fourteen days to submit the assignments and the quizzes, do not wait until the last minute to submit it. Even if the assignment is completed and saved somewhere else (i.e. your computer), if the assignment is not posted in BlazeView DropBox, you will not receive any credit.
6. We, as educators, have to practice “professionalism”, “integrity” and “equity” at VSU.

Three Quizzes: 30 points x 3 = 90 points

Assignment #1 (40 points) - Cultural autobiography (CO 1, 2, 3, 4). Each student will write an essay in which he/she reflects on how his/her cultural background, family experiences, school education, religious inspiration, community activities, and intelligences that shape your identity (3 - 4 pages). You may include 1-2 pictures.

Assignment #2 (20 points) - Survey one multicultural literature book (CO 1, 2, 3, 4).

Assignment #3 (20 points) - Survey One recent global issue (CO 1, 2, 3, 4).

Assignment #4 (40 points + 10 points) - Field report 1 (CO 4, 5, 6, 7). Each student will (1) interview an adult (older than 17 years old) from national/cultural/linguistic/religious diversity, (2) inquire his/her experiences of racism, discrimination, and struggle in life, (3) evaluate his/her English language proficiency in reading, writing, thinking, speaking and listening, (4) offer 4 strategies to improve the interviewee’s English language proficiency, and (5) sign your Consent Form for possible conference presentation or publication (10 points).

Assignment #5 (20 points) - Field report 2 (CO 9). Each student will visit one cultural event in art, music, dance, theatre, sport, religious event or multicultural restaurant, and write the activity and your experience in the event (1-2 pages). You may include 1-2 pictures.

Assignment #6 (40 points) – Select one movie to teach your favorite subject(s) like arts, music, dance, drama, math, sciences, (CO 4, 5, 7, 8) to the future students from PreK-12.

*Assignment #7 (30 points) – Read one of six articles, make the PowerPoint (for making-up only).

Inference for Change Agentry: Debate on the current issues in culture education (CO 4, 7).

Evaluation (400 points) is based on Three Quizzes (total 90 points), Six Assignments (190 points) and 29 Class presence (120 points). The passing score is “C” or better for this course:

\[ A = 90\%, \quad B = 80\%, \quad C = 70\%, \quad D = 60\% \]

ATTENDANCE POLICY (not applicable for online sections):

The university absence regulation: “A student who missed more than 20% (Six times) of the scheduled classes of a course will receive a failing grade in the course (Undergraduate Catalog 2014 - 2015, p. 77). Professor’s policy: Four points / per unexcused absence will be taken from the student’s over all points for the class. No points will be deducted for excused absence. Students who anticipate absences in advance should contact the professor at least a week in advance of the planned absence and are responsible for posting their assignments and taking the required quizzes at an earlier date. In the event of illness,
death, vehicle breakdown, power outage and other various emergencies, the student must provide official
documented evidence (i.e. funeral program, doctor's note, mechanic receipt, police ticket, prescription from
VSU Student Health Center) for the absence within a week after the absence has occurred.

PROFESSIONALISM

1. Writing Policy: All written assignments must be prepared following APA format: (Size: 12 point, Font:
Times New Roman, double-spaced and neat in appearance). The first page must bear the Course Number
(EDUC2120), Section, Your Name and Number of Assignment (A-1, or A-2) on the top left margin
(these items must be single-spaced). All assignments must be well written & typed. One point will be
taken for each grammar, spelling, or punctuation error.

2. Professional Behavior Policy: Being professional is expected. Unprofessional behaviors will be
addressed by the instructor and result in a course grade reduction (not applicable for online sections)

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive
work and learning environment free from discrimination and harassment. VSU is dedicated to creating an
environment where all campus community members feel valued, respected, and included. Valdosta State
University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including
pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age,
national origin, disability, genetic information, or veteran status, in the University's programs and activities
as required by applicable laws and regulations such as Title IX. The individual designated with responsibility
for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the
University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N.
Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the
Access Office for assistance in determining and implementing reasonable accommodations. The Access
Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-
219-1348 (TTY). For more information, please visit VSU’s Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction
survey (SOI) that will be available on BANNER. Students will receive an email notification through their
VSU email address when the SOI is available (generally at least one week before the end of the term). SOI
responses are anonymous, and instructors will be able to view only a summary of all responses two weeks
after they have submitted final grades. While instructors will not be able to view individual responses or to
access any of the responses until after final grade submission, they will be able to see which students have or
have not completed their SOIs, and student compliance may be considered in the determination of the final
course grade. These compliance and non-compliance reports will not be available once instructors are able
to access the results. Complete information about the SOIs, including how to access the survey and a
timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.