

**SEED 4104: TEACHING DIVERSE LEARNERS**  
**8:00-9:40 AM Tuesdays, SCI 2185**  
**FALL 2015**

**Instructor:**

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**Office Hours:**

Mondays 12:00-2:00 PM, Tuesdays after seminar, and Fridays 9:00-11:00 AM, as well as by appointment. Sign up for an appointment slot on my [calendar](#) . If office hours do not work for you, look at my calendar to see when I am free and email me for an appointment.

**Required Texts:**

*Start Where You Are, But Don't Stay There* by H. Richard Milner IV. Harvard Education Press, Cambridge MA.

*Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* by Paul Gorski. Teachers College Press, New York NY.

**Additional Resources:**

Catalog and program information can be found on the secondary education homepage (<http://www.morris.umn.edu/academic/education/seed/seed.html>). Other educational resources such as lesson planning sites and professional organizations can be found on Michelle Page's homepage (<http://personal.morris.umn.edu/~pagem>). Additionally, the course moodle site contains all handouts and other resources for the course. Log in at <https://ay15.moodle.umn.edu>

**Course Description and Objectives:**

This course is designed to address the area of teaching diverse learners. As such, this course will engage students in reflection about topics such as cross-cultural communication; race, culture, class, gender, and sexual orientation in schooling; and working with English language learners. Students will expand their knowledge base related to culturally relevant instruction, and both learn about and fulfill expectations regarding ethical and professional behavior throughout this course and the entire secondary education program.

In addition, activities in this course contribute to candidates' growth in knowledge and skill as related to the following UMM Student Learning Outcomes:

1. *Knowledge of Human Cultures and the Physical and Natural World through:*
  - Engagement with big questions, both contemporary and enduring, through exploring race, culture, class, gender, and schooling.
2. *Intellectual and Practical Skills, practiced extensively across students' college experiences, including:*
  - Inquiry and analysis as we learn more about how schools and society function
  - Critical thinking and problem-solving as we consider strategies to ease the opportunity gap
  - Creative thinking and artistic expression as we express our understandings through multiple modalities
  - Collaboration as we work in teams to examine issues critical to student learning and diversity

3. *An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:*

- Civic knowledge and engagement—local and global as we consider our roles and responsibilities as individual teachers, citizens, and members of institutions
- Intercultural knowledge and competence as we explore the experiences of underrepresented groups in the U.S. and learn about cross-cultural communication and learning styles

4. *Capacity for Integrative Learning, including:*

- Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems as we apply what we have learned to work in field settings of the practicum

### Student Support:

#### Students with Disabilities:

The University of Minnesota Morris is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact DRC at 240 Briggs Library or call [320-589-6178](tel:320-589-6178) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Additional information is available at the DS web site at [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso).

#### Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

#### Additional Resources:

If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

- [The Academic Assistance Center](http://www.morris.umn.edu/services/dsoaac/aac/) [www.morris.umn.edu/services/dsoaac/aac/](http://www.morris.umn.edu/services/dsoaac/aac/)
- [Student Counseling](http://www.morris.umn.edu/services/counseling/) [www.morris.umn.edu/services/counseling/](http://www.morris.umn.edu/services/counseling/)
- [Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso)
- [Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) [www.morris.umn.edu/services/msp/](http://www.morris.umn.edu/services/msp/)

### Course Standards:

Secondary education courses prepare students to meet the Standards of Effective Practice (SEP) approved by the Minnesota State Board of Teaching and the Minnesota legislature. Students will further develop and demonstrate their knowledge and skills in each area while student teaching. Though our courses deal with all of the standards, this course will focus in particular on the subsets listed below:

### Standard 3, diverse learners.

A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
- E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;
- G. understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
- H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
- I. understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;
- J. know about community and cultural norms;
- O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;
- P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;
- Q. develop a learning community in which individual differences are respected;

### Class Structure:

All of your courses except for subject-specific methods courses meet as a whole cohort. Some are workshop style (SeEd 4105) and others are more typical of a regular class schedule (e.g. Ed 4121, SeEd 4104). Consult your master calendar that was distributed and your university resources (onestop) to ensure that you know the times and locations of all courses. Your methods instructor will be contacting you with information about that course.

### Expectations:

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Attend all classes. We engage in interactive learning where content is not delivered, but analyzed, discussed, and applied. Your presence is vital to our learning community. (See Active Learning part of syllabus).
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero **on the entire assignment**. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM's Academic Integrity policy and procedures can be found at <http://www.morris.umn.edu/committees/scholastic/academicintegrity/>.
- Do not submit late work. Unexcused late assignments will only earn a **maximum** of 80% of the total points you otherwise would have earned. Work with your instructor to obtain deadline extensions in emergency situations.

- You will be working hard this semester and sometimes nerves become frayed. Still, be careful to be professional in your communication. I welcome discussions about grades, questions about assignments, and even complaints about the course or the program—but make sure to approach these conversations with professionalism. Any verbal harassment, bullying, or [sexual harassment](#) of me or your classmates will not be tolerated (see below).
- All activities in the University, including this course, are governed by the [University of Minnesota Student Conduct Code](#). Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).
- **A word about technology**—I welcome the use of technology in the course FOR LEARNING PURPOSES. I am NOT tolerant, however, of students who text during class, surf the internet, IM, or engage in other personal, non-learning-oriented activities. You are welcome to use your laptop or other device to assist you in class but be aware that if you are using your technology in a way that detracts from focusing on the course activities you will receive one request to desist. If the behavior continues you will be asked to leave the class so as to not distract others.

## Assignments and Grading:

### Active Learning/Participation: 10%

The Secondary Education Program is interactive and involves full participation. Key learning takes place during class sessions and this learning cannot be replicated at another time or in other settings. Therefore, it is essential that students complete readings and assignments prior to attending class. In class I do not lecture on or summarize the reading; rather, you and your classmates will discuss, reflect on, and apply the material. Therefore, full participation in all class sessions is vital. If an event necessitates an absence from a class session, notify me prior to the beginning of class. Unexcused absences and late arrival at class will reflect negatively on final grades in the Secondary Education Program. Missed work must be made up for any absence, and may require additional work be turned in to meet goals and standards.

### Projects: 70%

#### Project 1—**Context Paper (15%):**

In every teaching situation, it is important to understand the community in which you find yourself. This understanding will help you to discover student needs and work to support students and will help you to collaborate with parents and families. In addition, your edTPA assignment for student teaching will ask you to engage in this type of thinking and discovery. In this paper, discuss the demographics of the community and the school (racial makeup, income levels, common religious beliefs, immigration, etc.) and how they manifest in the classroom and in social relationships. Choose a focal student or small group of focal students and find out more about their family values and cultural beliefs (through informal conversation or a formal interview). Finally, talk with your cooperating teacher about the community and his or her insights about community values, partnerships between school and community, and how students' academic, social, and physical needs affect his or her (and your) instruction. This paper should be *approximately* 1000 words.

#### Project 2—**Action/Application Project (30%):**

The goal of this project is for you to apply what you are learning to a dimension of multicultural education and to take action related to this dimension. There are several options available to you (see the handout in Moodle for a fuller description): Curriculum Creation, Curriculum Analysis, Policy/Social Action Research, Policy/Social Action Plan, and Other (your idea—come talk to me). Depending on what you want to do, you may work with a partner or group.

### Project 3—Reflection Project (25%):

In this class we discussed several dimensions of becoming a culturally competent/multicultural educator. For this project, you will address these dimensions. The content of the project is the same for everyone: address dimensions NOT examined in your Action project--curriculum, pedagogy/strategies, relationships, communication, challenging structural inequity in schools, and social activism. Each project must address at least 3 of these dimensions/facets. However, the FORMAT of the project is up to the individual student. You may write a formal paper, create an artifact and present it to classmates, videorecord a presentation via VoiceThread or similar application, present in class, create a film, engage in some sort of research, etc. How do you envision yourself enacting the principles of cultural competence and critical multiculturalism? How does your identity impact you? What biases are you struggling with? Where have you grown? Think about the following: What types of teaching strategies will you use and why? How will your communication style be affected? What types of goals will you work toward in your classroom, building, or district? How will your curriculum be altered? Where have your ideas changed? What are you still thinking about or struggling with? Make sure you don't limit yourself to reflecting on working with racial minorities but attend to other groups such as English language learners or immigrant students, low income students, and students who differ from yourself in terms of gender or sexual orientation.

### Connections Journal: 20%

As you read the texts for this course, you will keep a connections journal. Research has shown that when one summarizes, comments, argues, or engages in some other cognitive activity as one reads one retains a much larger amount of information. For every reading (individual chapter, article, etc.) you should write a journal entry that responds to the prompts, or, if there is no prompt, contains at least three substantial comments and at least one question. **Questions are important because the PROCESS of questioning is important—reflection is how a teacher gets better. Grappling with tough issues is how we get better. Revisiting topics and not assuming we have it all figured out is how we get better. Some of your questions may be addressed in class and others may not be, but it is important for you to be creating and reflecting on your own questions throughout your teaching career. In this journal,** focus on tough ideas that you need to process and *connections* to class activities, life experiences, and other content you have studied. Connections journals will be due by 8AM each class day and should be submitted in Moodle.

### Standards of Effective Practice Portfolio: S/N

Progress on a Standards of Effective Practice Portfolio will be required during your education program. You may find it useful to establish a filing system and collect materials throughout the year. Papers, teaching lessons, units, evaluations, research in educational areas, etc. can be included in the portfolio and your files. You may include papers and items from other courses or experiences, including those outside of the field of education. During this semester you are required to more thoroughly gather information and reflect on all standards 1 through 10. For each of these standards, prepare a written a statement that: 1) describes your growth and progress towards meeting this standard, 2) explains the significance of the evidence which you have included in the portfolio and 3) describes your goals to further reach this standard. Identify each of the three sections in your reflection paper. Your portfolio will be reviewed by your practicum supervisor and should be handed in at his or her office on the due date. Your supervisor will read your standard(s) and assign a grade. **See the SeEd 4103 syllabus for the standards submission schedule.**

Ultimately, your portfolio can be of great assistance in the hiring process. Some employers will want to see your portfolio. While others may not, having prepared your portfolio will equip you with better, deeper answers to interview questions and will enhance your interview and hiring process even if you do not show the portfolio to the employer.

### **GRADING SCALE AND WORK LOAD:**

This course is a two credit course. University of Minnesota policy defines one credit as equivalent to three hours of learning effort per week for 15 weeks for an average student to achieve an average grade in the course. We spend approximately 1.5 hours per week in class; you should expect to put in at least 4.5 hours of work outside of class to achieve an average grade in this course.

Grades will be assigned based on the following scale, according to University of Minnesota policy:

93-100%	A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90-92	A-	3.67	
87-89	B+	3.33	
84-86	B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
80-83	B-	2.67	
77-79	C+	2.33	
74-76	C	2.00	Represents achievement that meets the course requirements in every respect
70-73	C-	1.67	
67-69	D+	1.33	
62-66	D	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
0-61	F	0.00	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement not worthy of credit or (2) was not completed and there was no agreement between the instructor and student that the student would be awarded an I

All courses must be passed with C- or better in order to move forward in the program. A grade of less than C- will prevent you from student teaching.

### CALENDAR OF LEARNING EVENTS:

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENT DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
August 28	<ul style="list-style-type: none"> <li>▪ Secondary Ed cohort kickoff!</li> </ul>				
September 1	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Learning Styles and Multiple Intelligences</li> <li>▪ Why talk about culture and race?</li> </ul>		Moodle survey/activity	3-E; 3-I; 3-Q	Learning Style Inventories: <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a>  Multiple Intelligences Inventory: <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a>

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENT DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
September 8	<ul style="list-style-type: none"> <li>▪ Race</li> <li>▪ Racism</li> <li>▪ Prejudice</li> <li>▪ Opportunity gap</li> <li>▪ Culture</li> <li>▪ Meritocracy</li> <li>▪ Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Milner: Forward, pp. ix-xi;</li> <li>▪ Milner: Introduction, pp. 1-12;</li> <li>▪ Milner: Chapter 1, pp. 13-44</li> </ul>	Connections Journal (Submit in Moodle)	3-D; 3-E; 3-H; 3-J	Racial Identity: <a href="http://www.diversityweb.org/Digest/W98/benefits.html">http://www.diversityweb.org/Digest/W98/benefits.html</a>
September 15	<ul style="list-style-type: none"> <li>▪ Racial Identity</li> <li>▪ Relationships</li> <li>▪ Poverty and Socioeconomic Status</li> <li>▪ Equity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Milner: Chapter 2, pp. 45-77</li> <li>▪ Article: Choose Delpit's "Picking up the Broom" OR Haberman's "Pedagogy of Poverty"</li> <li>▪ Gorski Ch. 1, pp. 1-13</li> </ul>	Connections Journal (Submit in Moodle)  <b>TOPIC/TYPE OF ACTION PROJECT DUE</b>	3-D; 3-E; 3-H, 3-I; 3-J; 3-O; 3-P; 3-Q	Jonathan Kozol radio interview on poverty in schools: <a href="http://onpoint.wbur.org/2012/09/17/poorest-children">http://onpoint.wbur.org/2012/09/17/poorest-children</a>
September 22	<ul style="list-style-type: none"> <li>▪ Educational Debt</li> <li>▪ Poverty and SES</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gorski Ch. 2, pp. 14-34</li> <li>▪ Gorski Ch. 3, pp. 35-51</li> </ul>	<b>CONTEXT PAPER DUE</b>  Connections Journal (Submit in Moodle)	3-H; 3-J; 3-K; 3-O; 3-P;  10-K (to 4103)	
September 29	<ul style="list-style-type: none"> <li>▪ Privilege</li> <li>▪ Bias</li> <li>▪ Gender</li> </ul>	<ul style="list-style-type: none"> <li>▪ Milner: Chapter 3, pp. 79-106</li> <li>▪ Milner: Chapter 4, pp. 107-146</li> <li>▪ Article: McIntosh's "Unpacking the Invisible Knapsack"</li> </ul>	Connections Journal (Submit in Moodle)	3-D; 3-J; 3-P; 3-Q;	UNICEF on gender and learning: <a href="http://www.unicef.org/teachers/learner/gender.htm">http://www.unicef.org/teachers/learner/gender.htm</a>  The "Gender War" in Schools: <a href="http://www.sadker.org/educatorsprimer.html">http://www.sadker.org/educatorsprimer.html</a>

DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENT DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
October 6	<ul style="list-style-type: none"> <li>▪ Gender</li> <li>▪ Sexual Orientation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gorski Ch. 4, pp. 52-70</li> <li>▪ Article: Noguera's "Schools, Prisons, and Social Implications of Punishment"</li> </ul>	<p>Connections Journal (Submit in Moodle)</p> <p><b>PLAN OF ACTION FOR ACTION PROJECT DUE</b></p>	<p>3-D; 3-J; 3-P; 3-Q;</p>	<p>GLSEN: <a href="http://www.glsen.org/">http://www.glsen.org/</a></p> <p>LGBT-inclusive school environment: <a href="http://www.tolerance.org/lgbt-best-practices">http://www.tolerance.org/lgbt-best-practices</a></p> <p>Addressing Hate and Bias in School: <a href="http://www.tolerance.org/publication/responding-hate-and-bias-school">http://www.tolerance.org/publication/responding-hate-and-bias-school</a></p> <p>School to Prison Pipeline video: <a href="http://video.msnbc.msn.com/all-in-/51740447#51740447">http://video.msnbc.msn.com/all-in-/51740447#51740447</a></p>
October 13	<ul style="list-style-type: none"> <li>▪ English Language Learners</li> <li>▪ Language Acquisition</li> <li>▪ Immigrant Students</li> <li>▪ Cross-Cultural Communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gorski Ch. 5 and 6 (jigsaw), pp. 71-107</li> </ul>	<p>Connections Journal (Submit in Moodle)</p>	<p>3-C; 3-E; 3-H; 3-J; 3-O; 3-P 6-B;</p> <p>4-D; 5-I; 6-E; 6-F; 6-I; 6-K (to 4103)</p>	<p>Supporting vocabulary acquisition for English Language Learners: <a href="http://www.readwritethink.org/professional-development/strategy-guides/supporting-vocabulary-acquisition-english-30104.html">http://www.readwritethink.org/professional-development/strategy-guides/supporting-vocabulary-acquisition-english-30104.html</a></p> <p>Supporting comprehension of English Language Learners: <a href="http://www.readwritethink.org/professional-development/strategy-guides/supporting-comprehension-strategies-english-30106.html">http://www.readwritethink.org/professional-development/strategy-guides/supporting-comprehension-strategies-english-30106.html</a></p>
October 20	<ul style="list-style-type: none"> <li>▪ NO CLASS</li> </ul>				FALL BREAK OR CHICAGO
October 27	<ul style="list-style-type: none"> <li>▪ NO CLASS</li> </ul>				FULL TIME PRACTICUM
November 3	<ul style="list-style-type: none"> <li>▪ NO CLASS</li> </ul>				FULL TIME PRACTICUM
November 10	<ul style="list-style-type: none"> <li>▪ English Language Learners</li> <li>▪ Immigrant Students</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be determined</li> </ul>	<p>Connections Journal (Submit in Moodle)</p>	<p>3-C; 3-E; 3-H; 3-J; 3-O; 3-P 6-B;</p> <p>4-D; 5-I; 6-E; 6-F; 6-I; 6-K (to 4103)</p>	



DATE	TOPICS OF DISCUSSION	READINGS DUE	ASSIGNMENT DUE	STANDARDS ADDRESSED	NOTES AND RESOURCES
November 17	<ul style="list-style-type: none"> <li>▪ Class at both 8AM and 10AM</li> <li>▪ Potential Guest—Sarah Manning</li> <li>▪ Native American Learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Article: A Painful Remembrance</li> <li>▪ Article: Complicating Discontinuity: What About Poverty</li> </ul>	Connections Journal (Submit in Moodle)	3-G	Michelle will be gone next week so we are doubling up on SeEd 4104 classes today.  Native American learners <a href="http://www.tolerance.org/magazine/number-12-fall-1997/feature/nations-within">http://www.tolerance.org/magazine/number-12-fall-1997/feature/nations-within</a>
November 24	<ul style="list-style-type: none"> <li>▪ Inclusive schooling at 8AM instead</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gorski Ch. 8, pp. 117-131</li> </ul>	Connections Journal (Submit in Moodle)		Michelle is gone at a conference this week so you are doubling up on Ed 4121 classes
December 1	<ul style="list-style-type: none"> <li>▪ Strategies and future instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Milner: Conclusions &amp; Recommendations for Practice, pp. 179-198</li> </ul>	Connections Journal (Submit in Moodle)  <b>DRAFT OF ACTION PROJECT DUE FOR PEER FEEDBACK</b>	3-D; 3-E; 3-F; 3-H; 3-I; 3-O; 3-P	Culturally relevant pedagogy video: <a href="http://www.youtube.com/watch?v=nGTVjJuRaZ8">http://www.youtube.com/watch?v=nGTVjJuRaZ8</a>
December 8	<ul style="list-style-type: none"> <li>▪ Strategies beyond the Classroom</li> <li>▪ Synthesize learning, Share projects with class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gorski Ch. 9 and 10 (jigsaw), pp. 132-154</li> </ul>	<b>REFLECTION PROJECT DUE</b>	3-D; 3-E; 3-F; 3-H; 3-I; 3-O; 3-P	
December 15	<ul style="list-style-type: none"> <li>▪ <b>FINALS WEEK</b></li> </ul>		<b>ACTION PROJECT DUE</b>		