EDUC 2120 –SOCIOCULTURAL DIVERSITY IN EDUCATION


Meeting Place and Time: Bowen 206; Time: M/W 11:00-12:15

Office Location: Bowen Hall 215 B (Former Ga. Southwestern office)

Office Phone: 391-5210  Office Hours: Monday and Wednesday- 9:30-10:45

Email address: kellis@abac.edu (Best way to reach me)

Telephone: Cell: 229-392-0029 (Prefer text)

Weather Hotline: 229-391-5225


Other requirements:

- Proof of liability insurance (SPAGE) $12.00
- Verification of criminal records check- usually $3.00 but sometimes more.
- Scantron forms
- 2 Pocket folders or composition books to serve as journals. These should be used ONLY for this course so they can be turned in at any time.

*The first two requirements (SPAGE and Criminal background check) must be met within two weeks of starting the semester. After that, five points will be deducted each week until both requirements have been met. The points will be deducted from the Participation/Assignments section.

Course Description:

Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1.) The nature and function of culture; 2.) The development of individual and group cultural identity; 3.) Definition and implications of diversity; 4.) The influences of culture on learning, development and pedagogy. Ten hours of field experience are required.

More information concerning Field Experience will be given in a separate handout.
Prerequisite/Co-Requisites

English 1101 with a “C” or better; at least 15 semester hours of academic credit with a minimum of a 2.0 GPA.

Competencies and Learning Outcomes:

A. Explore how sociocultural differences impact use of technology in classrooms, and the ethical use of technology.
B. Define, identify, and use the concept of academic language within the context of educator preparation and schooling.
C. Demonstrate reflective writing and critical thinking within the context of educator preparation.
D. Engage in field experiences.

*Upon completion of EDUC 2120, students should be able to:

1. Examine the nature and function of culture.
2. Explore how history and culture shape world views.
3. Examine the development of his/her own cultural identity and learning styles.
4. Develop and apply strategies for observing, analyzing and comparing differences related to family, structures, socioeconomic status, abilities/disabilities and culture.
5. Articulate strategies for teaching culturally diverse students in the classroom.
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.
7. Identify educators’ cultural practices and expectations that perpetuate and maintain achievement gaps.
8. Identify strategies that creatively deal with challenges and differences between the cultures of educators and students.
9. Identify assets and values of diverse populations to bring student learning to higher levels.

*The above outcomes will be achieved through a combination of class lecture/note taking, discussions, cooperative learning assignments, field observations, readings, written assignments, in class assignments, videos, independent and small group research, presentations, analysis, and tests.

Your role: Participation is expected. In all classes, try to understand what you hear and read, but also try to think about what you hear and read and ask questions, Agree, disagree, but
connect your experiences to other things you have heard or read- both in this class and in your own life. Share your thinking in discussions or journals and don’t be afraid to express yourself. I want this class to be a safe place for sharing ideas; and as long as we respect others’ right to disagree, we should be able to have some good conversations. **NO CELL PHONE USE IN CLASS.**

No cell phone usage or texting is allowed in class. Your phones should be turned OFF and put away at the beginning of class. They should not remain on your desk. To text in class is very rude and disrespectful, and indicates a lack of self-discipline on your part. Students texting in class may be asked to leave and will be counted absent for that class, or points may be deducted from the Participation/Assignment section of your grade. If there is some potential emergency that would require you to look at your phone, speak with me before class.

**Withdrawals:** If you need to withdraw from a class, do so before the withdrawal deadline of **October 15, 2015.**

It is your responsibility to initiate this process. A student who stops attending class without officially withdrawing from the course is subject to the instructor’s attendance policy and will receive a grade of F for the course.

**Grading:**

**Tests:** 5 at 100 possible points each= **500** points

**Projects:** 2 at 100 possible points each= **200** points- These include Cultural Shield project and an interview

**Participation/Assignments:** **100** points

**Journals:** 2 at 100 possible points each= **200** points - There will be a classroom journal as well as a field observation journal

Total possible: **1000** points

900-1000- A

800-899-- B

700-799- C

600-699- D

599 and Below- F
College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

*For more information on Disciplinary Procedures associated with Academic Dishonesty, please refer to the Academic Code of Conduct in the Student Handbook.

Special Needs Statement:

ABAC, in accordance with the Americans with Disabilities Act, will make accommodations for students who require special assistance because of a disability. If you require modifications, it is your responsibility to provide documentation of your needs at the beginning of the semester. Dr. Maggie Martin on the bottom floor of the library will assist you in this. The instructor is not responsible for individual accommodations until proper documentation is provided by the student. Any course grades received by the student prior to the presentation of proper documentation to the instructor will not be re-evaluated.

MIDTERM ADVISORY GRADES:

Students with a C, D, or F will be notified at midterm of their grade. The instructor may notify the students individually, or the grades may be posted on Banner Web along with the number of absences incurred at that time. These are advisory grades only and do not necessarily reflect the final grade in the course. The purpose of this notification is to give students information to improve their performance in the second half of the semester. Plans may include forming study groups, meeting with the instructor, or visiting the AAC for tutoring, etc.

Absences: Attendance and participation are very important. On your 4th absence, you will be warned of your precarious standing. On your 5th absence, you will be given an F for the course. If you are representing ABAC in some way, exceptions will be made if your supervisor sends an email notifying me of your participation in an ABAC event. 3 incidents of coming late to class or leaving early will equal an absence. If you are late to class, remind me at the end of class to change your absence to a tardy; failure to notify me will result in your being counted absent for
that day. If you are absent when an assignment is due, you must turn the assignment in on the
day your return or email it to me prior to your absence. Assignments completed in class may
NOT be made up.

**College Policy on Course Attendance:**

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and
development of students. The interaction with instructors and other students is an important
element of the learning process, and a high correlation exists between class attendance and
course grades. Therefore to attain maximum success, students should attend all their classes,
be on time, and attend all scheduled course activities. Absence from class, for whatever reason,
does not excuse a student from full responsibility for class work or assignments missed. Students must
accept this responsibility.

Individual instructors will establish attendance policies for each class, will publish the policy in
the course syllabus, and keep attendance records. The penalty for absences is at the discretion
of the instructor and may include failure of the course. Whenever a student is absent, the
student must assume responsibility for making arrangements for any assignments missed due
to the absence. A student who stops attending class without officially withdrawing will still
receive a grade for the course. A student penalized for excessive absences may appeal through
the grade appeal process, as stated in ABAC’s college catalog and student handbook.

**Institutional Absence**

A student who serves as an official representative of the college is defined as one whom:

1. Is authorized to use the college name in public relationships outside the institution;
2. Regularly interacts with non-college individual and groups over an extended period of
time (at least one semester);
3. Represents the college as a part of a group and not as an individual;
4. Represents the college under the direct supervision of a college faculty or staff
   member; and
5. Is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students,
but will not be penalized with unexcused absences when absences result from regularly
scheduled activities in which he/she represents the college. Further, it is the responsibility of
each student to contact instructors prior to the absence and to make arrangements to make
up any work that will be missed, in a manner acceptable to the instructor. Advisors or
activities will schedule off-campus activities in a manner that does not unduly disrupt the
learning process for a student.
By signing, I adhere to, and accept all rules and policies discussed in this syllabus.

Name: _____________________________________________________________.

Date: ____________________________.