

University of North Texas at Dallas
Summer I 2011
SYLLABUS

EDAD 5600 Race, Class, and Gender in Education		3Hrs
Department of	Teacher Education and Administration	Division of Education and Human Services
Instructor Name:	Juanita M. Simmons, Ph.D.	
Office Location:	Adjunct Office – Bldg. 2	
Office Phone:		
Email Address:	juanita.simmons@unt.edu	
Office Hours:	Tuesday, Wednesday, and Thursday 11:00 AM – 3:00 PM	
Virtual Office Hours:	N/A	
Classroom Location:	University of North Texas at Dallas	
Class Meeting Days & Times:	Wednesday 7-9:50 PM	
Course Catalog Description:	Race, class, and gender equities exist throughout educational systems. Students critically examine issues related to providing leadership for a diverse student population. Students learn what it means to be a culturally responsive leader, and review research and debunk stereotypes and negative views. Students begin to recognize all learners as capable, motivated, resilient, and able to build on cultural strengths. Strategies for school change are also explored.	
Prerequisites:	Completion of EDAD 5300 , 5330 , 5390 and 5400	
Co-requisites:	Students will also master the Competency 2 of Domain I of the Texas Examination for Educator Standards (TExES). Students will receive a copy of Domains I, II, and III to assist them in preparing for the TExES.	
Required Text:	Koppelman, K. (2011). <i>Understanding human differences: Multicultural education for a diverse America (3rd Edition)</i> . Boston: Allyn and Bacon	
Recommended Text and References:	Davis, S.; Jenkins, G.; Hunt, R. (2002). <i>The pact: Three young men make a promise and fulfill a dream</i> . New York: Riverhead Books. Landsman, J. (2001). <i>A white teacher talks about race</i> . Maryland: Scarecrow Press, Inc. Davis, S (2005). <i>We beat the street</i> . Penguin Group (USA) Incorporated Francisca Goldsmith. CA: Berkeley Public Library.	
Access to Learning Resources:	UNT Dallas Library: Phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: e-mail: 1012mgr@fhcg.follett.com phone: (972) 780-3652;	
	The goal of this course is to greatly enhance the cultural sensitivity of students as it relates to issues in education as the course contents are researched, and examined.	

Learning Objectives/Outcomes: At the end of this course the student will be able to:	
1	<ul style="list-style-type: none"> • Demonstrate the skill to communicate effectively with students, faculty and staff, parents, and business and community leaders regardless of race, class, gender, and background.
2	<ul style="list-style-type: none"> • Understand how race, class, gender, and cultural backgrounds influence student behavior and teacher discernment.
3	<ul style="list-style-type: none"> • Identify how gender relates to educational inequities that affect female and male students.
4	<ul style="list-style-type: none"> • Have high expectations of all students regardless as to the uniqueness of their culture, race, gender, class, or background.
5	<ul style="list-style-type: none"> • Visit communities and school buildings in order to become familiar with diverse environments
6	<ul style="list-style-type: none"> • Use the knowledge and experience gained in this class to assist with passing the Texas Examinations of Educator Standards (TExES), specifically Domain I, Competency 002.
	<p><u>Interstate School Leaders Licensure Consortium (ISLLC)</u></p>
	<p>Domain I – School and Community Leadership (Approximately 33% of Test Framework of Principal)</p> <p>Competency 002</p> <p>The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</p> <p>The principal knows how to:</p> <ul style="list-style-type: none"> • Communicate effectively with families and other community members in varied educational contexts. • Apply skills for building consensus and managing conflict. • Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders. • Develop and implement strategies for effective internal and external communications. • Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media • Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children • Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals • Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. • Respond to pertinent political, social, and economic issues in the internal and external environment.

**Course Goals and Overview:
Course Outline**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and/or UNT via e-mail.

TOPICS	TIMELINE
Orientation, Review of Syllabus – Lecture Presentation	June 7
Chapters 1 and 2 – Activities and Discussions	June 8
Chapters 3 and 4 – Activities and Discussions	June 9
Chapters 5 and 6 – Activities and Discussions	June 14
Chapters 7, 8, and 9 – Activities and Discussions	June 15
Book Reviews/Panel Presentations: The PACT (Assigned Group); A White Teacher Talks About Race (Assigned Group)	June 16
Individual Community/School Building Visits and Data Reviews – Read Chapters 10, 11, and 12 – WORK ON REPORTS!	June 21 - No campus meeting; School Observations and Data Reports
Group 1: Interactive Blackboard Discussion of Visit Observations as parallels to the assigned readings	June 22 – Meet on Blackboard 4:00 – 5:30
Group 2: Interactive Blackboard Discussion of Visit Observations as parallels to the assigned readings	June 23 – Meet on Blackboard 5:45 – 7:15
Chapters 13 and 14, Group Activities and Report Work	June 28
Course Summary: Connections to Readings, Alignment of Course Objectives, Prepare Final Reports	June 29
Final Examination: Community/School Building Visit Oral Presentations – Last campus meeting/Course Evaluations	June 30
Prepare Written Reports	July 5 - No campus meeting; Blackboard interaction for written report assistance
Final Examination: Community/School Building Visit Written Reports – Submit to Course Blackboard – before Midnight	July 6 – No campus meeting Post final written reports on Blackboard

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Written Report of Community/School Visit and School Data
- Oral Report of Community/School Visit and School Data
- Assignments
- Class Participation

Course Requirements and Information:

Instructional Methods:

This class will be conducted utilizing lecture, small and large group discussions, and individual presentations within group settings, both using PowerPoint Presentations and other media forms.

Attendance:

The University attendance policy is in effect for this course. Class attendance and participation are expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it difficult for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings are essential to

the integration of course material and the ability to demonstrate proficiency. Students are responsible for notifying the instructor if they are missing class and if the absence is job related. Students are also responsible to make up any work covered in class. It is recommended that students coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Group members must be present for the full time that a group report is being presented.

Class Participation: Active class participation and demonstrating clarity, depth, interest and proficiency in class discussions are important in accomplishing the goals of this course. Participation in class discussions is expected and encouraged in order for the instructor to determine the level of proficiency.

Presentations:

Each student will be graded individually based on:

- Clarity, depth, interest, and proficiency
- Level of innovation and creativity when contributing to group presentations
- Ability to encourage class involvement
- The involvement of experiences during community/school campus visits

Chapter Presentations:

Understanding Human Differences: Multicultural Education for a Diverse America

- **Present to the instructor and class** your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the **PowerPoint presentation** (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the class members at least 24 hours prior to the presentation, and/or hand out in class.

Outside Readings (Articles):

- Students will be assigned to select an article or information from another source related to the chapters in the assigned text for the course.

Book Review:

A White Teacher Talks About Race

- **Present to the instructor** and class your group's PowerPoint presentation and no more than a three page report on the assigned character (outline format).
- Present the **PowerPoint presentation** (with illustrations) without exceeding the allotted time, focusing on the questions to be answered.
- E-mail the PowerPoint presentation (only) to the class members at least 24 hours prior to the presentation, and/or hand out in class.

The following questions are to be thoroughly addressed.

- How does Julie Landsman's background compare or not compare to the background of members of your group?
- Do you consider her relationship with her students to be similar to those of the members of your group with your students? Explain
- Explain how her students are similar or not similar to the students of your group members?
- Define her expectations of and for her students.
- How does the community discussed compare to the communities of the children taught by members of your group?
- From the chapters assigned to your group, what did you decide to be her reason for teaching at that school?

Book Review:

The PACT

- **Present to the instructor** your group's PowerPoint presentation and no more than a three (3) page report (from the group) on the assigned text (outline format).
- Present the **PowerPoint presentation** (with illustrations) without exceeding the allotted time, focusing on

the questions to be answered.

- E-mail the PowerPoint presentation (only) to the class members at least two days before the presentation, or hand out in class.

The following questions are to be thoroughly addressed:

- What character flaws or environmental forces could have caused your character NOT to be successful?
- What educational and/or environmental aspect contributed to the success of your character?
- How did the other two characters help your character remain in *The PACT*?
- What was your character's accomplishment?
- Introduction and Epilogue (Discuss Contents)

Community/School Building Visits and Purpose:

- Students in each group are assigned to go with a colleague(s) to his/her school building and to the surrounding community to observe the situations and activities listed below. No written assignment is due, but PowerPoint illustrations (pictures) are appropriate for the thirty (30) minute group presentation. Be prepared to participate in a verbal discussion with your visiting colleague to answer questions from your classmates.
- Use this format to submit your responses: The purpose of the *Community/School Building Visits* is to see if "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman 2005).
- Your assignment is to go with your colleague(s) to his/her school community and school building. Observe and comment on the following.

Neighborhood and Community:

- Are the lawns and streets of homes kept the same in the neighborhoods surrounding the schools? Explain
- Are the restaurants, supermarkets, and retail stores the same as the ones surrounding your school? Explain
- Does the neighborhood appear safe for children to walk to and from school?

School Campus and Building (In the event your school is not in session, complete the External Review):

Internal Review:

- Are the teachers required to maintain a professional dress code while on campus?
- Are the students in uniform? If so, is the dress code being followed by the majority of the students?
- Are the students allowed to wear shorts?
- Are the halls clear and learning seemingly taking place in each classroom? Explain
- What kind of a reception did you receive at your colleague's school? Explain

External Review:

- Is the lawn well kept? Explain
- Is the building attractive on the outside? Explain
- Is the building clean and attractive on the inside? Explain

Data Review of Your School Campus and Community:

Visit the Texas Education Accountability website and the Report Card to answer the following questions about your school and community –

- What are the demographics of the school's student population?
- What are the demographics of the school's faculty?
- What is the educational level, and years of experience for the school's faculty?
- What is the average literacy level of the school's community?
- What are the specifics about the employment and status of households surrounding the school?
- How does this school compare to other Texas schools of its equivalence?

Grades:

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. To receive an “A” in this course a student must meet or exceed all requirements for the course. Neatness, thoroughness, and care in preparing course materials are required. All required assignments must be submitted when requested. In no case should students submit materials for credit in this course that have been submitted for another course. Late assignments are NOT eligible for a grade of “A”.

Grading Matrix:

	Point Value
Class Participation	10
Individual Presentation of Chapter in Text or Book Reviews	15
Individual Community/School Campus Visits	15
Individual Community/School Campus Visits Presentation	35
Individual Community/School Campus Visits Written Review	25

Grade Determination:

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69

F = 59 or less 60%



The Educator as Agent of

Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Teacher Education & Administration ***Departmental Policy Statements***

ACCOMMODATION & ACCESS

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

EAGLE CONNECT

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to

students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning⁷ summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TK20

Some courses require an assignment that must be uploaded and graded in the UNT TK20 Assessment System. All students in such courses must purchase access to TK20. Please go to the following link for directions on how to purchase TK20: <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this website.

Program Area Policy Statements

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Distributed Education Policy Statements

IMPORTANT NOTICE FOR F-1 STUDENTS

To read INS regulations for F-1 students taking online courses, please go to this website <http://www.immigration.gov/graphics/services/visas.htm> and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)

A Final Rule with clarifications on the restriction can be found in a pdf file located at

<http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>

Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

University of North Texas at Dallas Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: *Included in Syllabus*

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code. **Grade of Incomplete "I" will be discussed in class.***

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- *Use of Blackboard*
- *Use of Cell Phones, Laptops and Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*