

University of North Texas at Dallas
Fall 2012
SYLLABUS

EDAD 5600 Race, Class, and Gender in Education			3Hrs.
Department of Teacher Education and Administration	Class # 33724	Sec. # 091	Division of Education and Human Services
Bldg. 1, Room #204– Tuesday, August 29, 2011 – Tuesday, December 14, 2011 5:00 PM – 7:50 PM			
Instructor Name:	Juanita M. Simmons, Ph.D.		
Office Location:	Building 1, Room 201A		
Office Phone:	972-338-1331		
Email Address:	Juanita.Simmons@unt.edu		
Office Hours:	Tuesday thru Wednesday, 11AM – 3PM		
Virtual Office Hours:	E-Mail communication strongly encouraged!		
Classroom Location:	Building 1, Room 208		
Class Meeting Days & Times:	Tuesday – Section 091, 5:00 PM – 7:50 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:	<p>Jackson, Y. (2011). <i>The pedagogy of confidence: Inspiring high intellectual performance in urban schools</i>. NY: Teachers College Press.</p> <p>Koppelman, K. (2011). <i>Understanding human differences: Multicultural education for a diverse America</i> (3rd Edition). Boston: Allyn and Bacon.</p>		
Recommended Text and References:	<ul style="list-style-type: none"> • Landsman, J. (2001). <i>A white teacher talks about race</i>. Maryland: Scarecrow Press, Inc. • Teacher-assigned articles and/or chapters and student-assigned articles and/or chapters. 		
Access to Learning Resources:	UNT Dallas Library: Phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: 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.		
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>Interstate School Leaders Licensure Consortium (ISLLC)</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.

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
- Book Review
- Chapter Review
- Chapter Tests
- Class Participation

Course Requirements and Information:

Instructional Methods:

This class will be conducted utilizing lecture, online discussions and activities (See Appendix for scheduled dates), 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 **and** *The pedagogy of confidence: Inspiring high intellectual performance in urban schools.*

- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA (6th Ed) 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.
- Students will be assigned teacher-selected articles and/or chapters as outside reading.

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?

Chapter Reviews

Understanding Human Differences: Multicultural Education for a Diverse America **and** *The pedagogy of confidence: Inspiring high intellectual performance in urban schools* (or other teacher-assigned readings) – See, also Chapter Presentations.

- Present to the instructor your group’s PowerPoint presentation and no more than a three (3) page report (from the group) on the assigned reading (rubric and/or outline format – teacher directed).
- Present the PowerPoint presentation (with illustrations) without exceeding the allotted time, focusing on the questions to be answered and/or categories from the rubric).
- E-mail the PowerPoint presentation (only) to the class members and instructor at least two days before the presentation, or hand out in class. *Note:* In some cases, accommodations might be made to attach assignment to the course Blackboard.

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.
- The written assignment is usually due as the final exam of the class and should include a thorough discussion of theory and practical activities learned and/or presented during the class.
- 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”.

Proposed Grading Matrix:

Point Value

Class Participation and Online Activities	10
Individual Presentation of Chapter in Text or Book Reviews (2)	30
Individual Community/School Campus Visits	15
Individual Community/School Campus Visits Presentation	25
Individual Community/School Campus Visits Written Review	20

Grade Determination:

A = 90% or better; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = 59 or less 60%

PROPOSED COURSE OUTLINE – FALL 2012

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

TOPICS	TIMELINE	INSTRUCTION MODE
Lecture/Overview of Race, Class & Gender in the U.S.	Tues., Sept. 4	Opening Lecture – Dr. Latrese Adkins; Review of syllabus; Introduction and viewing of Michelle Alexander video. Homework: <ul style="list-style-type: none"> • Read chapters 1–3 of <i>The Pedagogy of Confidence</i> text (pp. 15-54); • Read chapters – <i>Understanding human differences: Multicultural education for a diverse America</i>
Lecture Presentation - Overview of Race, Class & Gender in the U.S. Public Schools	Tues., Sept. 11	Continuation of Michelle Alexander lecture video (Pt. 2). Online Discussion
Chapters 1 and 2 – Activities and Discussions	Tues., Sept. 18	
Chapters 3 and 4 – Activities and Discussions	Tues., Sept. 25	
Book Reviews/Panel Presentations: A White Teacher Talks About Race (Assigned Group);	Tues., Oct. 2	
Book Reviews/Panel Presentations: The PACT (Assigned Group); A White Teacher Talks About Race (Assigned Group); Women, Race & Class (Assigned Group)	Tues., Oct. 9	
Chapters 5 and 6 – Activities and Discussions (Visits/observations)	Tues., Oct. 16	
Chapters 7 and 8 – Activities and Discussions (Continue visits/observations)	Tues., Oct. 23	
Individual Community/School Building Visits and Data Reviews – ORAL PRESENTATIONS WITH SLIDES AND HANDOUTS.	Tues., Oct. 30	
Chapters 10 and 11 - Activities and Discussion Groups; Groups interact by responding to each other's postings about the readings and Visit/Observation experiences.	Tues., Nov. 6	
Chapters 12 and 13 – Activities and Discussion Groups; Groups interact by responding to each other's postings	Tues., Nov. 13	

about the readings and Visit/Observation experiences.		
Chapters 14 and 15, Activities, discussion and Report Work.	Tues., Nov. 27	
Work Session: Writing lab, tutoring and assistance for Final Report Reports of Individual Community/School Building and Data.	Tues., Dec. 4	
Final Written Reports Submitted/FINAL EXAM	Tues., Dec. 11	

Teacher Education & Administration
Departmental Policy Statements

ACCOMODATION & 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.

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).

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