

## ***EDU 3263 – Diversity and Inclusion***

Tuesday and Thursday,  
10:00 a.m. to 11:15 a.m.

Credit Hours: 3  
Diversity Credit 1

**Professor:** Dr. Edward Garcia Fierros

**Phone:** 610 519-6969

**Email:** [edward.fierros@villanova.edu](mailto:edward.fierros@villanova.edu)

**Office:** St. Augustine Center for the Liberal Arts Room 359

**Office Hours:** by appointment – please email me at  
[Edward.fierros@villanova.edu](mailto:Edward.fierros@villanova.edu) or leave me a phone message

**URL:** <http://www.homepage.villanova.edu/Edward.Fierros>

*The continuing challenge for all teachers is to create a classroom environment that is responsive to and supportive and nurturing of all kinds of diversity.*

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### Required Texts:

- Cushner, McClelland, and Safford. (2005). Human Diversity in Education (5<sup>th</sup> Edition). McGraw-Hill. [a.k.a. CUSHNER]
- Delpit, L.D. (1995) *Other people's children: cultural conflict in the classroom*. New York NY: New Press.
- Readings as assigned.

**Course Description:** Introduction to the physical and social characteristics of diverse and exceptional students between ages 3 and 21. Issues of diversity, inclusion and mainstreaming in light of recent legislation and court decisions. Problem cases, with an emphasis on the underprivileged, antisocial, and delinquent.

### Course Objectives:

The students will develop a well-grounded framework for understanding cultural and community diversity and special education and know how to learn about and incorporate students' experiences, cultures, and community resources into instruction (INTASC Core Principles, 2002).

1. To exercise academic and intellectual judgment in response to issues of cultural difference, gender, racial and ethnic diversity
2. To be able to describe and affirm diversity
3. To engage in critical reflection on learning differences across culture, ethnicity, gender, and individual development.
4. To examine the history and purpose of special education in the U.S.
5. To identify services and resources to meet diverse learning needs.
6. To understand services and resources to meet diverse learning needs.
7. To enhance your writing skills.
8. To view education as a life long process.

These goals reflect Villanova University's strategic goals of cultural diversification.

**Pennsylvania Teacher Standards:** Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision making based upon: subject matter, organization and integration of content and the relationship of content to educational, career and life goals, students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of the exceptional student, the community and community resources, current educational standards and practices.

**INTASC STANDARD: Standard 3, Diverse Learners.**

1. The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**INTRODUCTION**

Students will be asked to conduct thoughtful discussion of the material assigned for the day’s reading. The course experience will be cooperative in nature, with students working in small groups on discussion themes, toward resolution of issues and debates raised in class and in the readings. These are not intended to exhaust the potential themes in the course, only to suggest some possible directions for exploration.

**COURSE FORMAT**

The course will include multiple instructional approaches including: lecture, discussion, small group activities, presentation, and critical reflection activities.

**COURSE REQUIREMENTS:**

Demonstrate understanding of the material in the text during class discussions; In-class participation, attendance, and professionalism (i.e., in-class activities)	10%
Reading Quizzes	10%
Lesson Plans	10%
Tip Sheet Assignment	5%
Mid-Term Examination	10%
Research Paper	20%
Field Placement Project	15%
Oral Presentation	5%
Take-Home Final	15%

**Tentative Calendar** – The professor reserves the right to change the syllabus at any time during the semester. The professor will inform you of any changes.

<i>Dates</i>	<i>Topic</i>	<i>Readings (to be read before class)</i> ☰ Available via electronic readings via WebCT
8/25	Syllabus Review Questions?	Questions? Questions?

8/30	FILM Equity in Schools Interview Guide	Discussion
9/1	Diversity	Cushner (2005) <i>Human Diversity in Education</i> p 3-71
9/8	Dimensions, History, and Goals of Multiculturalism	☞ Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , Banks, 1-39
9/8	Dimensions, History, and Goals of Multiculturalism	☞ Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , Banks, 1-39
9/13	Culturally Responsive Teaching	☞ Gay (2000) <i>Cultural Responsive Teaching</i> (pp. 1-20)
9/15	“Racism, Discrimination, and Expectations of Students’ Achievement”	☞ Gay (2000) <i>Cultural Responsive Teaching</i> (21-44)
9/20		☞ Nieto, (2000) <i>Affirming Diversity, The Sociopolitical Context of Multicultural Education</i>
9/22	CRASH	CRASH Meet at 9:30 a.m.
9/27	Classrooms and Schools as Cultural Crossroads	Cushner, (2003) <i>Human Diversity in Education</i> p. 73-102; and 174-202
9/29	Gender and Sexuality	Cushner, (2003) <i>Human Diversity in Education</i> p. 277-311 <b>QUIZ</b>
10/4	Lesson Planning Group	Group Lesson Planning Workshop Midterm Review
10/6	Mid-Term Examination	
10/11	No Class – Fall Break	
10/13	No Class – Fall Break	
10/18	Gender, Language, Inter-group Relations and Guidelines	Banks (2001) <i>Cultural Diversity and Education, Foundations, Curriculum, and Teaching</i> , 251-267 – HANDOUT
10/20	Examining color-blindedness	Color-blindness to Self-examination (Handout) <ul style="list-style-type: none"> <li>• How am I recycling the history of inequity in education?</li> </ul>
10/25		<b>QUIZ</b> Diversity Wrap-Up
10/27	Creating Inclusive Classrooms	Film: <i>Educating Peter</i>
11/1	Creating Inclusive Classrooms <b>**TIP SHEET DUE**</b>	☞ Couhntino and Repp, (1999) <i>Inclusion, The Integration of Students with Disabilities</i>

11/3	Creating Inclusive Classrooms	Cushner (2005) <i>Human Diversity in Education</i> p. 337-364
11/8	Individual Characteristics in Learning Styles	☐ Winzer and Mazurek (1994) <i>Special Education in Multicultural Contexts</i>
11/10	Field Trip	SEPTA TRIP – Field Placement
11/15	Individual Education Plans	☐ Stickland and Turnball, (1993). Developing and Implementing IEPs, 3-28 <b>QUIZ</b>
11/17	Individual Education Plans	☐ Couhtino and Repp, (1999) <i>Inclusion, The Integration of Students with Disabilities</i>
11/22	The Assessment Process	Spinelli (2002) <i>Classroom Assessment for Students with Special Needs in Inclusive Settings</i> , 3-45 (on reserve)
11/24	NO CLASS THANKSGIVING	
11/29	The Assessment Process	Spinelli (2002) <i>Classroom Assessment for Students with Special Needs in Inclusive Settings</i> , 3-45 (on reserve)
12/1	Lisa Delpit <i>Other People's Children</i>	Pgs. 1-69 Discussion
12/6	Lisa Delpit <i>Other People's Children</i>	<b>QUIZ</b> Pgs. 105-151 Discussion
12/8	Field Placement Presentations	
12/13	Field Placement Presentations	

**Late Assignments:** If you must turn in an assignment late, you are expected to notify me in advance or to be able to provide some proof of your trouble. If you do not satisfy these criteria, submit your assignment! Assignments/papers that are late will be docked 10% of their value for each day they are late.

**Grading:** Your course grade will be based upon a standard conversion of the total points you have earned into a corresponding letter grade, as follows:

A = 93% and above    B+ = 87-89%    C+ = 77-79%    D = 60-69%  
A - = 90-92%    B = 83-86    C = 73-76    F = 59% and below  
B - = 80-82    C - = 70-72

**Writing Guidelines:** The course reflection papers will be graded using the following guidelines:

<b>Exceptional 10 -9</b> Thoughtful, accurate, and thorough	<b>Adequate 8 –7</b> Limited but accurate discussion	<b>Inadequate 7 and below</b> Lacks understanding and/or not accurate discussion
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discussion. Answers include analysis or synthesis of the topic(s).	Summary information from texts and resources with limited analysis.	Limited summary and analysis from text and resources about the topic.
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**Cheating, Plagiarism:** As a community committed to the Augustinian ideals of truth, unity and love, Villanova University prides itself on maintaining the highest standards of academic integrity and does not tolerate any form of academic dishonesty or misconduct. Dishonesty (including plagiarism) in any assignment, test or examination is punishable by the grade of F and is to be reported, through the deans, to the Vice President for Academic Affairs. A second offense will result in the dismissal of the student from Villanova University.

### Special Education Students

The Office of Learning Support Services, in conjunction with faculty, provides reasonable accommodations for students with various disabilities. Often students are hesitant to request support since they have done so well through high school and are now part of a competitive university. However, disabilities are not something that you outgrow - it is something that you learn to master.

In order to obtain accommodations, students must register with the Learning Support Office by submitting current documentation. To ensure confidentiality, students must complete a Request for Accommodation Form each semester at Villanova in order to receive accommodations during that semester. Nothing can be shared with your professors without your permission. Call or email the office for an appointment. Phone: 610-519-5636 E-mail: nancy.mott@villanova.edu

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### TIP Sheet Assignment (100 points - 5% of your final grade)

Due Date: 11/1/004

#### Creating a TIP Sheet

For this assignment you will be assigned a specific category of student to research. You will become an expert on this type of student and how to teach them effectively. Brainstorm research categories and possible resources. Produce a TIP sheet to share in a classroom presentation with the following criteria:

- 1. Characteristics of the specific student population:** For example, you would tell us their learning strengths and weaknesses, behavior patterns or characteristics, attitude or personality traits.
- 2. Instructional considerations:** What methods should a teacher use to teach this group? Which do not work? Provide some examples.
- 3. Environmental consideration:** What kind of learning environment facilitates students performing at their best? (e.g., seating arrangements, placement in a classroom, atmosphere, teacher interaction, or student interactions)

**4. Management considerations:** What types of behavioral interactions are likely from this category? What should a teacher do to manage productive behavior with these students?

**5. Resources for continued study:** Identify in proper annotated bibliographic format: text, article and/or web sources for continued professional growth in knowledge of these students. Include in brief annotation: page numbers, web addresses, and specific types of information available in each source.

These TIP sheets should be two pages in length and easy to consult and use while teaching. Edit these papers until they are perfect. Include your name at the top right, and the student disability category as a title. Each sheet must have the five criteria as bold face headings in the order listed above.

**A proper bibliographic entry for a web source includes this information:**

Title, author(s), date, description (a brief annotation including key ideas), URL. Optional: your evaluation, hints to users and uses of material.

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***Writing Project- (100 points – 25% of your grade)***

**The Demands and Opportunities of Diversity for Teaching** – What does diversity or multiculturalism require of you as a teacher? On what grounds do you make these claims; i.e., what theoretical and conceptual position are you taking on the concepts of diversity and multiculturalism (you may treat the two as equivalent for purposes of this project)? What authorities can you cite in defense of your position(s)? What arguments can be made against the position you are taking? Is the position you are taking here different from the position you would have taken three months ago? Why or why not?

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***Field-Service Projects and Presentations***

**Cross-Cultural Field Experience in the Community**

This course requires a field experience component in order to help candidates meet the State of Pennsylvania's teacher education requirements. There are many opportunities to experience cultural diversity of the Delaware Valley. Students are required to investigate the cross-cultural events in the community, to participate in at least one of the events, and to reflect on what they experience in that event. Here are some possibilities

- a) Visit a school setting where children interact in a naturalistic environment. Pay attention to what children do with one another that they find most fun and satisfying. Notice the ways they get one another's attention, the ways they try to win approval, and the ways they are marginalized. Observe as well their communication patterns. Consider your future role as a group leader and think about what you could do to organize their experiences so they would learn. Beyond techniques, what would you hope to facilitate?

- b) Identify several types of groups that you might like to lead with relatively homogenous groups that have been marginalized. Read articles written by group leaders who have specialized in work with these populations. This is a good way to get some preliminary background on the populations with which you intend to work. Secondly, go to original sources. Talk to members of the target culture. Find out what their previous experiences in groups have been like, what they liked best and least. If they had negative outcomes, what could have been done differently? What advice do they have for you in reaching out to this population? Finally, interview group leaders who already work with your identified populations. Pick their brains about the mistakes they have made and the things they have learned over the years.
- c) Ask a number of experienced group leaders, faculty, or teachers how they handle a situation when someone is talking too much, or taking up more than his or her fair share of time. When the situation can't wait until the session is over, how do they intervene in a way that gets the point across, but in a way that is not offensive?

**Lesson Planning (200 points – 10%)**

**Planning and Teaching a Multicultural Lesson**

Students are required to develop a lesson plan and collect instructional resources for the education of elementary students from different cultural, racial, ethnic, and language groups.

**Planning and Teaching an Inclusion Lesson**

Students are required to develop a lesson plan and collect instructional resources for the education of elementary students from different cultural, racial, ethnic, and language groups.

**Presentation (100 points or 5% of your grade)**

The descriptive and critical presentation should include a summary of the main points of one of your field placement. The presentation should be no more than 5 minutes in length. You will be required to prepare photocopies of your lesson plan for the class. PowerPoint, overheads, or some form of media is recommended, but not required.

**Oral Presentation Rubric**

Your Name: \_\_\_\_\_ Topic: \_\_\_\_\_

	Possible Points	Actual Points
Provided depth in coverage of topic(s).	45	
Presentation was well planned and coherent.	30	
Presenter was a model of thoughtfulness. Personal experience integrated where relevant and appropriate. <b>Explanations and reasons given for conclusions.</b>	15	
Communication aids were clear and useful.	10	

<b>Total Possible Points</b>	<b>100</b>	
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**Reflection Papers** – x @ 100 points (15% of your final grade)

Reflection papers will be based on videos or readings. The 1-2 page in-class or out-of-class reflection papers will provide you an opportunity to critically reflect on the essence of the video or reading (e.g., analyze). By essence, I mean,

“That which constitutes the being of a thing; that ‘by which it is what it is’. In two different applications (distinguished by Locke as ***nominal essence*** and ***real essence*** respectively): of a conceptual entity: The totality of the properties, constituent elements, etc., without which it would cease to be the same thing; the indispensable and necessary attributes of a thing as opposed to those which it may have or not. Also, in narrower sense, those among the indispensable attributes which involve all the rest by logical consequence, and are sufficient for a valid definition; the ‘connotation of the class-name’ (OED, #7)” or what the video or reading is about -- *essentially*.

**Writing Guidelines:** The course reflection papers will be graded using the following guidelines:

<b>Exceptional 10 -9</b> Thoughtful, accurate, and thorough discussion. Answers include analysis or synthesis of the topic(s).	<b>Adequate 8 –7</b> Limited but accurate discussion Summary information from texts and resources with limited analysis.	<b>Inadequate 7 and below</b> Lacks understanding and/or not accurate discussion Limited summary and analysis from text and resources about the topic.
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