**CPSE 480 - Ed + Multicult Issues in Sp Ed**

**Winter 2014**

**Section 002: 283 MCKB on M W from 11:00 am - 12:15 pm**

**Instructor/TA Info**

**Instructor Information**

**Name**: Ryan Kellems **Office Location**: 237 C MCKB **Office Phone**: 801-422-6674 **Email**: rkellems@byu.edu

**Course Information**

**Course Objectives:** After completion of this course, students will:

1. Demonstrate understanding of the impact of cultural and linguistic differences in the education of children,

2. Effectively assess, plan instruction, teach, and make adaptations for students representing culturally and/or linguistically diverse backgrounds.

3. Demonstrate respect for individuals from different cultural and/or linguistic backgrounds, including students, their families, and other school personnel.

**Learning Outcomes**

**Learning of individuals**

**Knowledge**

Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**Learning environments**

Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.

**Negative stereotypes of cultures**

Ways specific cultures are negatively stereotyped.

**Strategies used to cope**

Strategies used by diverse populations to cope with a legacy of former and continuing racism.

**Characteristics of culture and use of language**

Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

**Behaving and communicating among cultures**

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

**Mediate controversial intercultural issues**

**Skills**

Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.

**Interact with individuals from a different culture**

Students will interact with individuals from a culture different than their own.

**Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Image** | **Item** | **Vendor** | **Price (new)** | **Price (used)** |
| 5148hcsyFzL._SL75_.jpg | Fifty Strategies for Teaching English Language Learners (4th Edition) (Teaching Strategies Series) Required by Herrell, Adrienne L. Pearson; Edition 4 (1296889200) ISBN: 9780132487504 | BYU Bookstore | [43.80](https://booklist.byu.edu/item/9780132487504) | [32.85](https://booklist.byu.edu/item/9780132487504) |
| 51TVs7GogTL._SL75_.jpg | Differentiating Learning Differences from Disabilities: Meeting Diverse Needs through Multi-Tiered Response to Intervention Required by Hoover, John J. Pearson; Edition 1 (1218952800) ISBN: 9780205608270 | BYU Bookstore | [30.99](https://booklist.byu.edu/item/9780205608270) | [23.25](https://booklist.byu.edu/item/9780205608270) |
| 51cn7iI2YSL._SL75_.jpg | Savage Inequalities: Children in America's Schools Required by Kozol, Jonathan Broadway Books; Edition Reprint (1343109600) ISBN: 9780770435684 | BYU Bookstore | [15.00](https://booklist.byu.edu/item/9780770435684) | [11.25](https://booklist.byu.edu/item/9780770435684) |

**Grading Scale**

|  |  |
| --- | --- |
| Grades | Percent |
| A | 96% |
| A- | 90% |
| B+ | 88% |
| B | 84% |
| B- | 81% |
| C+ | 78% |
| C | 74% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

**Grading Policy**

Assignments are due at the beginning of class on and can only be made up due to a university excused absence. Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the beginning of class. Please do not work on assignments during class.

Late assignments are worth **1/2 credit** and can be turned in for a week after the due date.  Anything not turned in at the beginning of class will be considered late.  Complete all in-class assignments.

**Attendance Policy**

Students should attend all classes.  Excessive non-university excused absences may result in a lower grade at the instructors discretion.

**Classroom Procedures**

Complete all in-class assignments.

Participate actively in all learning activities, including class discussions, within the class.

Interact in a professional manner with all students and parents that you work with as a part of the

learning activities for this course following the professionalism rubric.

Complete assigned readings before class

Professor reserves the right to modify the syllabus or schedule as needed during the semester.

**Teaching Philosophy**

This is a knowledge and skills-based course. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of educating students with disabilities form culturally and linguistically diverse (CLD) populations.  In addition they will learn teaching techniques and demonstrate competence of the use of methods, both. After students have demonstrated confidence in education of students from CLD populations, Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

**Assignments**

**Assignment Descriptions**

**Iris Module- Classroom Diversity**

Due: Wednesday, Jan 15 at 11:59 pm

Complete the Classroom Diversity Module

**Savage Inequalities Quiz 1**

Due: Wednesday, Jan 29 at 11:59 pm

Quiz on Savage Inequalities Chapters 1-3

**My Heritage Paper**

Due: Wednesday, Feb 05 at 11:59 pm

Write a 4-5 page double-spaced paper describing your cultural and linguistic background. Answer questions such as: What is the derivation of my first and last name? Who was I named after? Where did my ancestors come from (e.g., outside US)? What cultural traditions does my family celebrate? What language(s) is/are part of my cultural background? To which ethnicity do I relate most? What experiences did I have growing up with other cultures that have impacted who I am? How does my gender, socio-economic status, religious background and other factors influence me? You must also describe how your heritage influences how you view other cultures.  You need to include at least 3 outside refrences.  Use APA formatting.

**Iris Module- Cultural and Linguistic Differences: What teachers should know**

Due: Tuesday, Feb 18 at 11:59 pm

Complete the Iris Module: Iris Module- Cultural and Linguistic Differences: What teachers should know

**Transition Coalition- Secondary Transition and Cultural Diversity- Complete prior to class**

Due: Monday, Mar 03 at 11:59 pm

Conplete Transition Coalition- Secondary Transition and Cultural Diversity.

Please follow the link below or copy/paste it into a browser window.  This will take you to the Transition Coalition website to set up your Transition Coalition account and assign you to my course.  When you are assigned to my course, I will be able to follow your progress on assignments I give you on the Transition Coalition website.

You MUST follow this link for the system to work properly.

<http://transitioncoalition.org/fjoin/231_MjMxMj>

**Attend PBS Lecture & reflection**

Due: Monday, Mar 10 at 11:59 pm

You will need to select one of the two PBS lectures to attend and write up a one page single spaced reflection paper on how you can apply what you learned to students from CLD populations.

**Scott W. Ross – Utah State University**

**A Functional Approach to Bully Prevention Using Positive Behavior Support**

Thursday, January 30

4:00-5:30 pm

BYU Conference Center Auditorium

**Jeffrey R. Sprague – University of Oregon**

**School Violence Prevention: Common Myths and Evidence-Based Strategies for Making Schools Safer**

Tuesday, February 25, 2013

4:00-5:30 pm

BYU Conference Center Room 2258

**LDS Disability Perspective**

Due: Wednesday, Mar 12 at 11:59 pm

Write a 2-3 page double spaced paper on the perspective of the LDS church on working with individuals with disabilities.  Just like with any other relegion or culture the LDS church has a set of beliefs and practices when it comes to working with individuals with disabilities.  Consider including the following elements in your paper.  Any scripture refrences (make sure you explain the eaning of the scriptures.  What services the church has available to individuals with disabilities.  Your testimony making to sure to include how working wiht individuals with disabilities fits in.

**Interview**

Due: Wednesday, Mar 19 at 11:59 pm

Students will interview one individual who is culturally and/or linguistically different (CLD), who is one of the following: (a) a CLD student (get written parent permission), (b) a CLD student who is also a student with a disability (get written parent permission), (c) a parent of a child who is CLD, or (d) a classroom teacher or paraeducator who is CLD. The following questions are guides to conducting the interview. Submit their answers in a well synthesized 4-5 page double-spaced paper.

**CLD Students**: Ask them about their cultural/linguistic background. What do they do at home to honor their culture? Do they have friends who do similar things? Why or why not? What would their parents want teachers to know about their culture? What do they like/dislike at school? What do teachers do that make it easier or harder to learn? Do they ever feel singled out in good or bad ways at school? What would they like their teachers to know about what it’s like for them at school? How could their culture be better accepted and celebrated at their school?

**Parents:** Ask them about their cultural/linguistic background. What do they do to honor their culture with their family? Are there others in their community that do similar things? What do teachers/principals do that makes it harder/easier for them to participate in their child’s education? Do they ever feel singled out in good or bad ways when they go to the school? Do they worry about their child in school? If so, in what ways? What would they like the school to do to better support them? How could their culture be better accepted and celebrated at their school?

**Teachers or Paraeducators:** Ask them about their cultural/linguistic background. How do they honor their culture at home and at school? Do they ever feel singled out in good or bad ways at school? Do they feel accepted by the students and the other school personnel? How would they rate the multicultural atmosphere of their school? What are the challenges? What are the rewards? What suggestions would they make for a new special educator about working with CLD students, their parents and CLD educators?

**Savage Inequalities Quiz 2**

Due: Monday, Mar 24 at 11:59 pm

Quiz on Savage Inequalities Chapters 4-6

**Iris Module- Teaching English Language Learners: Effective Instructional Practices**

Due: Wednesday, Apr 02 at 11:59 pm

Complete hte Iris Module- Teaching English Language Learners: Effective Instructional Practices

**Strategies Presentation**

Due: Monday, Apr 14 at 11:59 pm

In groups of 2 or 3, students will prepare one 20-25 minute lesson to present to their classmates based on assigned strategies from the Herrell and Jordan textbook. The evaluation criteria may be found at the end of the syllabus. More detail will be presented in class.

**Lesson Presentation**

Names of Group Members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson #\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1=unsatisfactory, 2=satisfactory, 3=outstanding Element | 1 | 2 | 3 | Comments |
| Provided an overview of the strategy that will be demonstrated |
| Included an appropriate lesson objective |
| Provided an introduction to the lesson by gaining attention, providing learning objective and motivated participants to learn |
| Provided quality instruction (taught to the lesson objective, clear, modeled, if appropriate) |
| Checked for understanding (verbally or in writing) |
| Provided closure (summarize, emphasize future expectations, if appropriate) |
| Provided additional resources (handouts, urls, etc.) |
| Teamwork (all contributed, planned & practiced together) |
| Adhered to time limits |
| Provided written copy of lesson plan to full class (after) |
| Looked and acted professionally |

**Service Learning**

Due: Tuesday, Apr 15 at 11:59 pm

Students will volunteer for a minimum of 5 hours in one of the following settings: Food Bank, Homeless Shelter, Center for Women and Children in Crisis, Multicultural Center or another site that provides service to individuals who are culturally/linguistically diverse and/or at-risk. For additional ideas contact the Service Learning Center at BYU (801-422-1277). If there are questions whether a site is appropriate or meets the criteria, please ask. Submit a 3-4 page, double-spaced paper providing details of the experience. Include the dates, times, activities, and what you learned about culturally/linguistically diverse individuals.

**CLD- Disability Paper**

Due: Tuesday, Apr 15 at 11:59 pm

You are to select a culture you are not familiar with but are interested in and write a 4-5 pg dbl spaced paper describing the culture and it's views on disability.  The paper should focus on how they view and treat individuals with disabilities. You can look at topics such as do students with disabilities attend schools?  If they attend schools is it in an integrated setting.  What are the societal expectations of students individuals with disabilities.  What services are available for individuals with disabilities.  How are famalies involved?  You need to include at least 3 outside refrences.  Use APA formatting.

**Course evaluation- Extra Credit**

Due: Tuesday, Apr 15 at 11:59 pm

Complete course evaluation.

**Final**

Due: Wednesday, Apr 23 at 11:59 pm

Final Exam- Will be given in-class.  The final will not be given early so please do not ask.

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Course Content** | **Readings** | **Assignments** |
| **M** - Jan 06 | Course introductionReview Syllabus |  |  |
| **W** - Jan 08 | Culture What is Diversity? |  |  |
| **M** - Jan 13 | Cultural Responsiveness | Hoover Chapter 1 |  |
| **W** - Jan 15 | Learning Difference vs Disability |  | **Iris Module- Classroom Diversity** |
| **M** - Jan 20 | **Martin Luther King Jr. Holiday** |  |  |
| **W** - Jan 22 | RTI for Diverse Learners | Hoover Chapter 2 |  |
| **M** - Jan 27 |  |  |  |
| **W** - Jan 29 | Culturally Responsive Assessment practices | Hoover Chapter 4 & 5 | **Savage Inequalities Quiz 1** |
| **M** - Feb 03 | No Class work on IRIS Module |  |  |
| **W** - Feb 05 |  | Hoover Chapter 3 | **My Heritage Paper** |
| **M** - Feb 10 | Second Language Learning-Difference between ELL and SPED Services |  |  |
| **W** - Feb 12 |  |  |  |
| **M** - Feb 17 | **Presidents Day Holiday** |  |  |
| **T** - Feb 18 | **Monday Instruction** No class-Service Learning |  | **Iris Module- Cultural and Linguistic Differences: What teachers should know** |
| **W** - Feb 19 | No Class- Work on Service Learning |  |  |
| **M** - Feb 24 | Tier 1 through Referral | Hoover Chapter 6 |  |
| **W** - Feb 26 | Matt Froelich-DCFS |  |  |
| **M** - Mar 03 | Transition for CLD populations |  | **Transition Coalition- Secondary Transition and Cultural Diversity- Complete prior to class** |
| **W** - Mar 05 | BYU Multicultural Services- Anthony Bates |  |  |
| **M** - Mar 10 | Kawika Allen |  | **Attend PBS Lecture & reflection** |
| **W** - Mar 12 | Using Evidence-Based Practices | Hoover Chapter 7 | **LDS Disability Perspective** |
| **M** - Mar 17 | Working with Famailies |  |  |
| **W** - Mar 19 |  |  | **Interview** |
| **M** - Mar 24 |  |  | **Savage Inequalities Quiz 2** |
| **W** - Mar 26 | 2 stragety presentations |  |  |
| **M** - Mar 31 | 2 stragety presentations |  |  |
| **W** - Apr 02 | 2 stragety presentations |  | **Iris Module- Teaching English Language Learners: Effective Instructional Practices** |
| **M** - Apr 07 | 2 stragety presentations |  |  |
| **W** - Apr 09 | 2 stragety presentations |  |  |
| **M** - Apr 14 | 2 stragety presentations |  | **Strategies Presentation** |
| **T** - Apr 15 |  |  | **CLD- Disability Paper Service Learning Course evaluation- Extra Credit** |
| **W** - Apr 16 | **Exam Preparation Day** |  |  |
| **Th** - Apr 17 | **Exam Preparation Day** |  |  |
| **Sa** - Apr 19 | Final Exam:283 MCKB11:00am - 2:00pm |  |  |
| **W** - Apr 23 |  |  | **Final** |