Introduction to Diversity for Educators
EDF 2085 Section 1321
Fall 2011 Syllabus
Schedule: Tuesdays and Thursdays, Period 2 (8:30 a.m.)
Room: Norman 219

Instructor: Nicole Jean-Paul
Email: portern@ufl.edu
Office: Norman 240
Office Hours: Tuesday and Thursday, 9:30 to 10 a.m., and by appointment.

General Objectives

This course provides an introduction to the issues of diversity and multiculturalism as they relate to the provision of inclusive educational opportunities for all students in public schools. Prospective teacher education majors and others are provided with knowledge and experiences to increase their understanding of student diversity, inequities in education associated with ability, gender, language, race, and social class, and the elements of inclusive classrooms and schools that accommodate and respond to the diverse learning needs of all students. This course requires the completion of 30 hours of community or school volunteer service.

Course Description

Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the education experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. A minimum of 30 hours of field-based experience working with diverse populations of children and youth in schools or similar settings is required. The field experience may not be via virtual modes of film or internet.

Text and Readings


Course Requirements

1. **Preparation:** Please be prepared for class. This includes reading assigned materials, completing written assignments and attending class with a writing utensil, paper and your textbook. Students who complete as
read the assigned materials in advance are better able to participate in class discussions and activities. We will use the textbook regularly, so it is important that you bring it to each class.

2. **Attendance:** Attendance is mandatory and will be taken during each class meeting. You are allowed **two (2)** unexcused absences without penalty. These absences should be reserved for unexpected issues that may arise. Each absence after two will result in a reduction of the final grade by 10 points. **Tardiness:** Attendance will be taken in the first 15 minutes of class. Arrival to class 15 minutes or more after the class has begun will be counted as an absence.

3. **Exams:** During this course, two exams will be given in order to assess understanding of the course readings and topics. Exams may consist of multiple choice questions, matching, short answer, or short essay questions. These questions will relate directly to lectures, assigned readings, materials from class activities, group presentations and discussions. Make-up exams will only be offered in cases of emergency. Documentation of the reason the exam was missed will be required.

4. **Participation:** Class participation is important. Class participation is defined broadly to include class attendance, participation in discussions during class, contributions and responses to discussions on the class website (an E-Learning electronic bulletin board), and professional conduct. Sensitive topics will be discussed in class and respectful participation in these discussions is encouraged.

5. **Online Discussion:** Online discussion accounts for a portion of your course grade. Dates for online discussion topics are outlined in the course schedule. Discussion topics will be posted every other week. On the week of a discussion post, each student should post one response to the discussion prompt by **11:59 pm Thursday**. This response should reflect a thorough reading of the text and/or other assigned readings. Parenthetical citations of the readings should be used when applicable, but a reference list is not required. In addition to this response, each student should comment on two peers’ posts by **11:59 pm Sunday**. All comments should be thoughtful and respectful. Late posts will not be accepted without prior notice.

6. **Volunteer Project:** Each student is required to complete a **minimum of 30 hours** of volunteer service at a local community center, human service agency, or school. The volunteer hours should be spread across the semester. Students are responsible for arranging their own volunteer experience. The volunteer experience should be completed in a setting that provides learning opportunities with a diverse range of children or youth. Each student must complete and submit a (A) volunteer service contract, a (B) volunteer service log, and a (C) volunteer service evaluation form (these forms are provided to you on pages 8-11 of the syllabus). Each student is required to submit the volunteer service contract form to the instructor by September 15th. Upon completion of the volunteer service hours, each student must provide the instructor with a **volunteer service log and a signed evaluation form** completed by his or her supervisor. Also, each student must provide a **verification letter** from the supervisor on the agency’s letterhead that includes a phone number and states that 30 hours of volunteer service has been completed satisfactorily. **Failure to complete all 30 hours will result in an E.** This is a mandatory course requirement and not subject to negotiation. Additional information regarding the volunteer project can be found on page 7 of the syllabus.
7. **Reflective Paper:** Each student is required to submit a reflective paper about the volunteer experience (2-3 pages double-space, 1 inch margins, 12-point font in Times New Roman). A description of the requirements for the reflective paper can be found on page 7 of the syllabus.

8. **Email:** You are responsible for checking your university email account prior to coming to class, as I may email information regarding assignments, classroom meeting times, and important reminders.

9. **Group Presentation:** Students are required to develop and present a group presentation. Students will be assigned to small groups. Each group member is expected to contribute equally to the project. Groups will choose a topic related to student diversity and make a class presentation. Students will document individual roles and group meetings used to work on the presentation on a regular basis. Refer to Group Presentation Description and Grading Rubric for more information.

**Policies**

**E-Learning Website**

Each student is required to check the class’s e-learning website for updates. Students may access the site through [https://online.education.ufl.edu/login/index.php](https://online.education.ufl.edu/login/index.php). You may also find this by going to the UF homepage, and typing in “COE online.” Log-in using your Gatorlink ID and password. The website will have a copy of the course syllabus, volunteer forms, and other useful information. Online discussions will also be posted to the website. Students are responsible for class announcements posted on the site by the instructor.

**Instructional Modifications**

Students with disabilities who need modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to meet with the instructor as early in the course as possible to identify and plan reasonable and specific accommodations. Students must supply a letter from the Disability Resource Center (DRC) to assist in planning modifications. Students may access the DRC site through [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/).

**Honor Code**

The University of Florida’s policy on academic honesty and plagiarism is in effect for all assignments and exams: **“We, the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

On all work done by students, the following pledge is implied: **“On my honor, I have neither given nor received unauthorized aid on this assignment.”**
Grading

**Exams** (two exams, worth 100 points each)  
200 points

**Group Presentation**  
100 points

**Online Discussions (8)** (3 points per response; 1 point per peer comment)  
40 points

**Volunteer Project**  
60 points
- Volunteer reflection paper (30 points)
- Service contract/service log/evaluation /verification letter (30 points)
- You must submit **ALL** volunteer project documents to earn 30 points. No partial credit will be awarded.

**Total Points**  
400 points

Final grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>376-400</td>
<td>A</td>
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<tr>
<td>360-375.9</td>
<td>A-</td>
</tr>
<tr>
<td>348-359.9</td>
<td>B+</td>
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<tr>
<td>332-347.9</td>
<td>B</td>
</tr>
<tr>
<td>320 – 331.9</td>
<td>B-</td>
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<tr>
<td>308 - 319.9</td>
<td>C+</td>
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<tr>
<td>296 – 307.9</td>
<td>C</td>
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<tr>
<td>280 – 295.9</td>
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<td>268 – 279.9</td>
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<td>256 – 267.9</td>
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<td>Week</td>
<td>Date</td>
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<td>1</td>
<td>August 23rd (T)</td>
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<td>August 25th (Th)</td>
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<td>2</td>
<td>August 30th (T)</td>
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<td>September 1st (Th)</td>
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<td>September 8th (Th)</td>
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<td>September 27th (T)</td>
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<td>September 29th (Th)</td>
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<td>October 4th (T)</td>
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<td>October 11th (T)</td>
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<td>October 18th (T)</td>
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<td>11</td>
<td>November 1st (T)</td>
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<td>November 3rd (Th)</td>
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<td>12</td>
<td>November 8th (T)</td>
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<tr>
<td>Date</td>
<td>Chapter and Topic</td>
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<tr>
<td>November 10&lt;sup&gt;th&lt;/sup&gt; (Th)</td>
<td>Chapter 11: Creating Developmentally Appropriate Classrooms: The Importance of Age and Developmental Status</td>
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<tr>
<td>November 15&lt;sup&gt;th&lt;/sup&gt; (T)</td>
<td>Chapter 11: Group Presentation 6</td>
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<tr>
<td>November 17&lt;sup&gt;th&lt;/sup&gt; (Th)</td>
<td>Chapter 12: Creating Inclusive Classrooms: The Ability/Disability Continuum and the Health Dimension</td>
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<tr>
<td>November 22&lt;sup&gt;nd&lt;/sup&gt; (T)</td>
<td>Chapter 12: Group Presentation 7</td>
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<td>November 24&lt;sup&gt;th&lt;/sup&gt; (Th)</td>
<td>No Class</td>
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<tr>
<td>November 29&lt;sup&gt;th&lt;/sup&gt; (T)</td>
<td>Chapter 13: Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning</td>
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<tr>
<td>December 1&lt;sup&gt;st&lt;/sup&gt; (Th)</td>
<td>Chapter 13: Group Presentation 8</td>
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<tr>
<td>December 6&lt;sup&gt;th&lt;/sup&gt; (T)  (Last Class)</td>
<td>Course Review</td>
</tr>
<tr>
<td>December 8&lt;sup&gt;th&lt;/sup&gt; – 9&lt;sup&gt;th&lt;/sup&gt; (W, Th)</td>
<td>Verification letter, Evaluation form, Service log, and Reflective paper</td>
</tr>
<tr>
<td>December 14&lt;sup&gt;th&lt;/sup&gt; (W)</td>
<td>Final Exam: 8:30 a.m.</td>
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*Prompt response due Thursday by 11:59pm, two responses to peers due Sunday by 11:59pm
Volunteer Service

Students are required to complete 30 hours of volunteer service at a local community center, human service agency, or school in a setting that provides learning opportunities with a diverse range of children or youth. Students are responsible for arranging their own volunteer experience. To meet course requirements, students must provide documentation of participation from a supervisor at the volunteer site and complete a reflective paper about the volunteer experience.

Reflective Paper

The reflective paper is an opportunity to think about what you have experienced and learned during your volunteer service. Additionally, the paper is a means to demonstrate your ability to apply concepts and theories related to the course topics of diversity, issues of educational equity, and multiculturalism. Due December 6th. The paper should be typed, double-spaced, 2-3 pages in length, and include:

1. The agency, your supervisor’s name, and its mission. (3 points)
2. Why you chose the site and the demographics of the clients served. (3 points)
3. Personal reflections about your activities and experiences at the volunteer site in relation to the concepts, theories, and topics discussed in the course. (12 points)
4. Describe and discuss a situation you encountered during your volunteer experience that caused you to consider or re-examine your personal beliefs about human diversity and relate the situation to the concepts, theories, and topics discussed in the course. (12 points)

Documentation of Participation in Volunteer Service

You are required to provide documentation of participation from your selected volunteer site. This documentation includes the following:

- A Volunteer Service Contract Form that is completed by the student and identifies their respective volunteer site. This form is provided to you in the syllabus. Due September 15th.
- A Volunteer Service Log that is provided to you in the syllabus and completed by the student to reflect specific dates and times that volunteer service was performed at the designated site. Due December 6th.
- A Volunteer Verification Letter that is completed by the supervisor on the agency’s letterhead and verifies that the requirement has been completed satisfactorily. Due December 6th.
- A Volunteer Service Evaluation Form that is provided to you in the syllabus, completed by the site supervisor, and delivered to the course instructor by the due date. Due December 6th.
Volunteer Service Contract
Due September 15th, 2011

Course: EDF 2085 - Introduction to Diversity for Educators
Instructor: Nicole Jean-Paul

Student Name: _____________________________________________________________

Agency Name: __________________________________________________________________

Name of Supervisor: ___________________________________________________________
Position of Supervisor: __________________________________________________________
Supervisor Contact Information: _________________________________________________
Signature of Supervisor: _________________________________________________________

Your signature confirms that you have selected a volunteer site and your reflective paper, verification letter, and evaluation form will stem from that respective site. Signing also declares that you fully understand the volunteer requirements for this course.

__________________________________________
Print Name

__________________________________________
Signature

__________________________________________
Date
Volunteer Service Log
Due December 6th, 2011

Course: EDF 2085- Introduction to Diversity for Educators
Instructor: Nicole Jean-Paul

Name of Volunteer: ____________________________________________________________

Agency Name: __________________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th># of Hours</th>
<th>Summary of Activities</th>
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Volunteer Service Evaluation Form
Due December 6th, 2011

Course: EDF 2085- Introduction to Diversity for Educators
Instructor: Nicole Jean-Paul

Name of Volunteer: _____________________________________________________________

Agency Name: __________________________________________________________________

Signature of Supervisor: _____________________________________  Date: _______________

Please rate each item:

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducted self in a professional manner</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>2. Attended regularly; was dependable</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>3. Followed directions and guidelines/rules</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>4. Showed initiative and accepted responsibility</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>5. Communicated clearly and effectively</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>6. Interacted appropriately</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>7. Accepted feedback and supervision</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
<tr>
<td>8. OVERALL EVALUATION</td>
<td>E</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

Please comment on the volunteer’s overall performance:

Please contact course instructor, Nicole Jean-Paul, with any questions, comments, or concerns at portern@ufl.edu.

Thank you for completing this form and providing volunteer opportunities to students involved in course work at the University of Florida’s College of Education!
Example of Verification Letter, Typed on Letterhead

A similar document should be completed by your supervisor on the agency’s letterhead. They may give that form to you to turn in on December 6th, 2011.

Jones Elementary School
“Education is our mission”

5 Hill Street
Gainesville, FL 32608

December 1, 2011

Ms. Helen Jones
Teacher
Jones Elementary
123 International Lane
Gainesville, FL 32608

To whom it may concern:

John Smith successfully completed 30 volunteer hours at Jones Elementary in the Fall 2011 semester. It was a pleasure to have him here. Please contact me with any questions.

Sincerely,

Helen Jones
Group Presentation Description

The components of this assignment are as follows:

**Part 1 (30 points): Individual description/analysis of a scholarly journal article related to the topic assigned the group.**

Group members should EACH identify ONE scholarly journal article related to the topic. A brief synopsis of each article and reference information should be provided and turned in to the instructor. *(PART 1 DUE: SEPT. 20th)*

Each article summary should be 2 pages long (double-spaced) and include the following:

1. Central theme or research question (e.g., hypotheses)
2. Research method (e.g., data collected, demographics of participants, instruments used, procedure)
3. Results (e.g., was hypothesis supported?)
4. Describe your reaction (opinion of the application/validity of the research)
5. Citation in APA format (authors, year of publication, article title, journal name, volume and issue numbers, page numbers).

**Part II. Presentation [50 points]:** Presentations should be around 45 minutes in length.

Presentations should include the following:

1. A brief description of the group (demographics, characteristics, etc).
2. Information related to the topic that reflects current issues and goes beyond material discussed in class.
3. Specific examples of how material applies to teaching and serving students.
4. At least two auditory/visual aids (PowerPoint, poster, videos, audio, etc.) to present the material to the class in an interactive manner.
5. One group activity related to the topic, lasting at least 15, but no more than 20 minutes (e.g., Jeopardy, class discussion, debate, etc).
6. A copy of the PowerPoint presentation for each class member. This should be sent electronically to the instructor at least one week prior to the presentation. It will be made available on the course website.

**Participation [20 points]:** Each member is expected to substantially contribute to the group’s preparation and during the classroom presentation. At the end of the presentation, members will have a chance to evaluate the contributions of others in their group. This input will be considered when participation grades are assigned by the instructor.

Group members will be given class time to meet and work on the presentation. **Each group must complete a copy of the Group Meeting Form for each formal meeting held to work on the project in order to keep track of member participation and stay organized. Members should meet at least four times (5 points/meeting) to earn the possibility of the full 20 participation points. Groups should turn in completed Group Meeting Forms regularly to the instructor after meetings are held.**
Total points possible for Group Presentation: 100 pts. (Includes Part I: 30 pts.; Part II: 50 pts., Participation: 20 pts.).

**Group Presentation Rubric**

*Completed by Instructor*

| Group Topic: ___________________________ | Presentation Date: ________ -  
<table>
<thead>
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<tbody>
<tr>
<td>Group Member Evaluated: _______________</td>
<td>Other Group Members:</td>
</tr>
</tbody>
</table>

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**Part I. Description and analysis of scholarly journal articles related to the topic**

**[30 points]:** Group members should EACH identify ONE scholarly journal article related to the topic. A brief synopsis of each article and reference information should be provided. Group members are awarded points solely on their individual article summary.

Each article summary should be 1 page long (double-spaced) and include the following:

- Central theme or research question (e.g., hypotheses)
- Research method (e.g., data collected, demographics of participants, instruments used, procedure)
- Results (e.g., was hypothesis supported?)
- Describe your reaction (opinion of the application/validity of the research)
- Citation in APA format (authors, year of publication, article title, journal name, volume and issue numbers, page numbers).

**Part II. Presentation [50 points]:** Presentations should be around 45 minutes in length. Presentations should include the following:

- 1) Information is related to the topic, reflects current issues and goes beyond material discussed in class. Provides a brief description of the group (demographics, characteristics, etc). Includes specific examples of how material applies to teaching and serving students.
- 2) At least two auditory/visual aids (PowerPoint, poster, videos, audio, etc.)
- 3) One group activity related to the topic, lasting at least 15, but no more than 20 minutes (e.g., Jeopardy, class discussion, debate, etc).
- 4) A copy of the PowerPoint presentation for each class member. This should be sent electronically to the instructor one week prior to the presentation. It will be made available on the course website.

**Points awarded for parts I & II combined:** _____________ [80 possible]

**Participation [20 points]:** Each member is expected to substantially contribute to the group’s preparation and during the classroom presentation. At the end of the presentation, members will have a chance to grade others in their group. This input will be given serious consideration when participation grades are assigned by the teacher.

*Comments:*
Group Rating Form

Now you will have an opportunity to rate each of your group members. Please be as fair and honest as possible. Responses will remain confidential and may be considered when the instructor assigns participation points.

Each student has an opportunity to earn up to 20 points for participation. **What score (out of 20 points possible) would you award each group member?**

MY NAME: __________________________
Group Topic: __________________________

Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________
Member Name: _________________________ Score: ______________

*Remember, 20 points are possible*

If you gave someone less than 20 points, please describe your reason here:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional comments:
Group Meeting Form

As a group, complete this during your weekly group meeting. A form must be completed for each meeting. All forms must be turned in on the date of your presentation.

Members Present:
______________________________________________________________
______________________________________________________________

Date/Time/Meeting Place:
______________________________________________________________

How long did your group meet? ________________________________

Were all members present? If not, why?
______________________________________________________________

Tasks/Activities Accomplished:
______________________________________________________________
______________________________________________________________

Plans/goals for the next meeting:
______________________________________________________________
______________________________________________________________