

**Appalachian State University**  
**Department of Curriculum and Instruction**  
**CI 5750 – Teaching Diverse Young Adolescents**  
**Dr. Laurie A. Ramirez**

<b>Instructor:</b> Dr. Laurie A. Ramirez, Ph.D. <b>Office:</b> 412F College of Education <b>Office hours :</b> By appointment or prior to/after class <b>Phone:</b> 828.262.8008 (office) or 801.898.9528 (cell) <b>E-mail:</b> <a href="mailto:ramirezla@appstate.edu">ramirezla@appstate.edu</a> or <a href="mailto:lauriea.ramirez@gmail.com">lauriea.ramirez@gmail.com</a>	<b>Class Days/Times:</b> Saturdays 9:00 am – 12:00 pm F2F Meetings: May 18, June 1, June 15, June 29 Online Meetings: May 11, May 25, June 8, June 22
<b>Course Site:</b> Course materials, readings, and information will be available on our AsuLearn site: <a href="http://asulearn-v2.appstate.edu/">http://asulearn-v2.appstate.edu/</a>	

**Course Description:**

This course focuses on issues relevant to teaching young adolescents of varied backgrounds and abilities. Special emphasis will be given to developmentally and culturally responsive instruction and management of diverse classrooms. The various factors that influence young adolescent learning and development and how they impact teaching will be investigated. Other topics include an historical study of multicultural education, students' ethnic and cultural identity development, and an examination of teacher assumptions, biases, and preconceptions that might influence their work in diverse classrooms. Critical reflection and challenge of current practices related to diverse young adolescents in classrooms, schools, and communities will be fostered.

**CI 5750 Program Standards**

The ASU Middle Grades Education Graduate Program has adopted new standards effective Fall 2012. These standards include the North Carolina Department of Public Instruction Standards for all teachers as well as two additional standards that are specifically critical for middle level educators. Throughout your graduate program, various courses will emphasize different standards. The standards that will be emphasized in this course are as follows:

*NCDPI Standard 1: Teacher Leadership*

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

### *NCDPI Standard 2: Respectful Educational Environments*

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### *NCDPI Standard 5: Reflection*

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

### *ASU Standard 6: Young Adolescent Development*

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice. Middle level teacher leaders:

- Have a comprehensive knowledge of young adolescent development—physical, intellectual, social, emotional, and moral.
- Understand the implications of young adolescent development for middle level curriculum and instruction and use that knowledge in their teaching.
- Comprehend the implications of young adolescent development for school organization, learning environments, and components of successful middle level programs and schools.
- Are effective advocates for young adolescents.

All assignments in this course strive to meet one of the above four standards. You will complete course assignments that you may consider including in your **Product of Learning**, which you will prepare throughout your program and present during your final semester to demonstrate your understanding and mastery of the Master of Arts in Middle Grades Education Standards. Click [here](#) for a full description of the standards.

## Hybrid Program Delivery

The ASU middle grades program has engaged in collaborative professional development to facilitate the development of a hybrid graduate program. We have worked with technology experts to ensure that we maintain high-quality instruction and effective implementation of courses. We have taken into consideration the voices of our past, current, and future students and believe we have achieved a flexible program that will work for students from all backgrounds and lifestyles. With some meetings online and others face-to-face, we believe we can meet the needs of a much wider range of students and provide them with an educational program that works with their schedules, their goals, and their needs. This hybrid program is our attempt to model responsive instructional strategies and allow time for deep reflection and increased learning.

Appalachian State University employs a course management system called “AsULearn” which will be an essential component of this course. Recently, AsULearn Version 2.4 has been acquired by the university. We will be piloting this version, which can be accessed at [www.asulearn-v2.appstate.edu](http://www.asulearn-v2.appstate.edu). You must log on using your ASU user id and password. As you progress through your program, there will be assistance with AsULearn and any other hardware/software needs required.

## Texts

Texts for this course will be available online in order to provide a wide range of readings. They will include academic journals, local and national news stories, videos, podcasts, webpages, and other sources. The readings vary each semester, taking into consideration the needs of students and the desired learning outcomes of each cohort. Readings will always be available on the AsULearn course management system.

Please bring paper or electronic copies of texts to each class meeting. Please note points of interest, concerns, questions, etc. to prepare for class discussion. You should be prepared and willing to share your insights during each class meeting as well as in discussion forums. Individual and group interactions with colleagues should be courteous and professional.

## Methods of Instruction

Methods to be utilized in the delivery of this course may include lecture, large and small group discussions and reports, guest speakers, reading responses, interactive presentations, discussion forums, online text assignments, writing workshops, peer review, and audio-visual presentations.

## Course Assignments

1. **Reading Responses/Forum Discussions (6 x 20 = 120 points)**. At six points throughout the semester, you will be expected to write a reading response (note: on days we meet in person, these will be turned in; on days we meet online, they will be posted on AsULearn). The purpose of these responses is to reflect on the readings and how they impact your life and your teaching. Reading responses will be used in fostering discussion and/or debate. They are not intended to be summaries of the readings, but rather topics for further thought/discussion, questions you would like to address as a class or in small groups, or controversial points for debate. They can be questions, particular quotations or excerpts, or outside material that is relevant to the discussion. **Reading responses will not be accepted late and cannot be made up.**

2. **Multicultural Research Experience**

This is the major assignment for the course and will consist of multiple research components. Each is due at different times throughout the semester and the entire “experience” will be shared on the last day of class in a 20-25 minute presentation. This assignment is intended to provide you with increased understanding of the diversity in your school/community and to raise awareness of the social, political,

economic, cultural, and linguistic experiences and challenges of its diverse members. SAVE ALL ORIGINAL DOCUMENTS (as pdf or doc files)– YOU WILL TURN THEM IN AS A WHOLE AT THE END OF THE COURSE!

- **Part 1: TDSI Common Beliefs Survey and Wordle:** (25 points) – You will complete the Teaching Diverse Students Initiative’s Common Beliefs Survey on the Teaching Tolerance website. This is a rather complex process, so you will be given step by step instructions for completing, copying, saving, and submitting this information. Also include your Wordle!
- **Part 2: Personal & Teaching History:** (25 points) – Reflect on your personal and teaching experiences as they relate to diverse young adolescents.
  - **Personal History:** What is your own personal history with regards to cultural, ethnic, linguistic, gender, or cognitive diversity? What events in your childhood or adolescence were influential? What specific moments or events crystallized your views on diversity? What people, books, or movies have influenced you?
  - **Teaching/Professional History:** Do you have stories/anecdotes from classroom experience to share (either as a teacher or a learner), recollections of issues related to diversity, curricular choices you have made for diverse learners?
  - **Other Possible Questions:**
    - Do you interact with students/others in ways that reflect double standards?
    - Do you see students or people in your day-to-day life and make assumptions about their occupational or social status based upon their appearance?
    - Do you discourage female or male students from undertaking projects that require different types of work?
    - Do you undervalue comments made by speakers whose English is accented differently than your own?
    - Do you assume that students with physical disabilities also have low mental abilities?
    - Do you view some cultures as superior to others?
    - What groups would you NOT want to be a part of?
- **Part 3: Annotated Bibliography:** (25 points) – You will need to do online research on the topic that you identify as your area of interest. You will need to find a total of THREE articles - two scholarly, research journal articles relevant to your topic and one local, national, or international periodical articles discussing the issues currently. Provide the citation and a 100-125 word synopsis of the article. Google Scholar, ASU’s online databases, Rethinking Schools, Teaching Tolerance, etc. are good places to start, depending on your area of interest.
- **Part 4: Observation Experience:** (25 points) – Choose a location where you will spend 45-60 minutes as an observer of diversity and multiculturalism. This can be any location, but choose one where you will have limited interaction and will be free to merely observe, listen, and learn without the “Hawthorne effect” of changing the environment by virtue of being there. Write up a summary of your experience and a critical reflection about what you saw, heard, etc. Questions to consider: What did I observe that could be defined as “diversity” or “multiculturalism”? What were the interactions among participants like? Were they pleasant/polite, hostile, indifferent, etc.? Did I notice any stereotypes, biases, assumptions, discriminatory practices in my observation? *How might this experience and others like it influence my interactions with diverse young adolescents?*

- **Part 5: “Minority” Experience:** (25 points) – Choose a location to spend approximately an hour where you are the “minority.” This can be any location and you should have the opportunity to interact with participants in the “culture.” This type of research is known as participant observation, where you both observe and interact. Write up a summary of the experience, explaining why you chose this location and what about it made you the “minority.” Include a critical reflection of the experience, including how you felt and why, how your own assumptions, biases, beliefs influenced your experience, and what you learned about yourself and the culture from participating in the experience. *Also, please consider how this can impact your work in diverse middle level classrooms.* \*Note: Please try to challenge yourself to be truly a minority. It is natural to want to build yourself a “safety net,” but try to fully experience what a minority might experience in daily life.
- **Part 6: Interview Experience:** (25 points) – Interview a person or family from another culture. This could be a student, a parent, a neighbor, a community member, a friend etc. (If possible, you might also consider interviewing a group; this can be highly informative, but can also be much more work). The purpose of this component is to better understand the issues from an “insider,” marginalized perspective rather than from a dominant perspective and position of power. We will work as a group a few weeks in advance to brainstorm and create an interview protocol for this part of the assignment. You will interview the individual or family, type up your transcript and/or notes, and write up a summary of the experience, including what you learned about the culture and the person(s) you interviewed. Include information about what your own beliefs and perspectives were going into this interview experience and how those remained the same or were changed by the interview. What did you learn about yourself and about the culture/person you interviewed? *How can this new knowledge influence your future/current classroom and interactions with diverse young adolescents?*
- **Part 7: Spheres of Influence Assignment:** (25 points) – You will complete a “spheres of influence” assignment outlining a plan for changes that you will make in your life and/or in the lives of others. This will be included in your final project as part of your “research” experience. More information on this to come.
- **Presentation & Final Reflection:** (25 + 25 = 50 points) – On the last evening of class, you will briefly present your overall experience to the class, sharing your varied experiences and how they will ultimately inform your work in the classroom and community. Emphasis here should be on the changes in thinking you have made and the learning that has occurred. Your final paper should include all of the above, previously completed pieces, as well as a final reflective piece on how the experiences combined transformed your perspectives and practices (or didn’t and why). Emphasis, if possible, should be placed on how the changes in your thinking might impact your classroom and your students from diverse backgrounds. There should also be specific examples of how your experiences and learning demonstrate mastery of the Standards for this course.

**\*\*All assignments focus on Standards 1, 2, 5, and 7\*\***

## **GRADING POLICY FOR THE COURSE**

Course work will be evaluated according to the following point system:

Multicultural Research Experience 225 points

Reading Responses 120 points

Preparation & Participation 50 points

**Total Possible - 395 points**

Plus/minus grades will be used in this course, according to the following percentages of points earned.

A	90-100	95-100 = A 90-94 = A-
B	80-89	87-89 = B+ 83-86 = B 80-82 = B-
C	70-79	70-79 77-79 = C+ 73-76 = C 70-72 = C-
*Note: Anything less than a 70% (C- or lower) is not considered a "passing" grade.*		

- 1. Written assignments and online discussion posts** will be assessed for depth of thinking, critical reflection, power of synthesis and analysis, clarity of expression, and adherence to the standard rules of grammar, punctuation, and spelling. While writing online in the discussion forum, please also be conscious of these rules and avoid overuse of abbreviations, numbers, letters, etc. ("text-ese").
- 2. Paper Format:** Written assignments must be word-processed or typed, 12 pt font, double-spaced, with 1" margins. Assignments should be submitted online by uploading them to the AsULearn page. Please stick to one font per paper and keep it simple and easy to read (e.g. Times, Calibri, Arial, or another TT font). Please edit your papers closely prior to submitting and follow the citation format of the 6<sup>th</sup> edition of the use the American Psychological Association Manual (for questions on this see The Owl at Purdue website).
- 3. Late Assignments:** Late papers or assignments will not be accepted, except by **prior** approval of the professor, and if accepted will result in a lowered score. The AsULearn uploading process is only open for a limited amount of time. If you fail to upload by the deadline, you will need to contact me individually. For each late assignment, ten percent of the total point value of the assignment will be deducted from the total earned **per week** after the due date until it is turned in. I have the right to refuse to accept or grade assignments that are in excess of two weeks late.
- 4. University policy guidelines will be followed with respect to academic dishonesty** (see below), grading procedures, withdrawals, and incompletes. Refer to the University Catalog for a complete description of all policies.

**\*\*\* A note on grading:** A "C" reflects work that is adequate. In most cases, this represents work that is complete, but is not supported by connections to theory and practice, does not show evidence of critical reflection and creativity, or does not show depth of independent thought. A "B" shows *some* of the above mentioned criteria. An "A" will only be given for work that is exemplary. This work makes connections between topics, theory, practice, and social implications for schools. It also shows evidence of creativity, originality, and critical reflection. \*\*\*

## University Policies

### ATTENDANCE/PARTICIPATION:

Class attendance and participation are critical to your success in this course. Attendance is expected at ALL class sessions. If you are sick or must be absent for some reason, please let me know in advance. You are responsible for contacting a peer for notes, handouts, or information. One absence is allowed without penalty; more than one will lower your grade according to the grading policy above. If your absence results in late work, you may lose additional points. You are expected to be on time and be prepared to engage in the class discussions and activities. We will be addressing complex, sometimes difficult issues, and all perspectives are necessary for

collaborative learning. Please read assigned readings before class and bring them, along with any questions or reactions to class. Please also come prepared to participate in the activities of the day—this is all designed to help you be the best possible teacher for middle grades students!

**STUDENTS WITH SPECIAL NEEDS:**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to Appalachian State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

ASU is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

**RELIGIOUS OBSERVANCE POLICY:**

Students who will be absent from class from class due to the observance of a religious holiday MUST inform the professor at least one class session prior to the absence; an email explaining the reason or the absence or a signed notification on paper will be accepted. Students who are excused from class due to the observance of a religious holiday will be expected to turn in any assignments by the scheduled deadline. Students are responsible for finding out what was missed in class and what assignments are due for the following class from a classmate and/or the professor. Any assignments completed during the missed class must be made up within one week.

**ACADEMIC INTEGRITY CODE:**

All work completed for this class must be the original work of the student. Students who commit academic misconduct will be at risk for failure. “Students attending Appalachian State University agree to abide by the following Code: \*Students will not lie, cheat, or steal to gain academic advantage. \*Students will oppose every instance of academic dishonesty.”

From [http://academicaffairs.appstate.edu/files/academic\\_integrity\\_code.pdf](http://academicaffairs.appstate.edu/files/academic_integrity_code.pdf)

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. Please see the student conduct website for more specific information <http://studentconduct.appstate.edu/>

**CIVILITY STATEMENT:**

This class is intended to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, sarcastic, or disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, questioning, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. Please do not intentionally dismiss or disregard the thoughts and opinions of other members of our learning community. Also, please do not interrupt and/or participate in side conversations/activities while others are speaking, presenting, etc. Respect, honesty, and personal/professional growth are valued in this course.

**EMERGENCIES:**

In the event of an emergency, contact the University Police at 828-262-8000. In the event of inclement weather, please contact ASU Emergency Closings: (828) 262-SNOW.

**Sample of Course Readings (these and others available as PDF files or linked on our AsULearn course site)**

- Banks, J.A. (2009). Human rights, diversity, and citizenship education. *The Educational Forum*, 73, 100-110.
- Banks, J. A. (2008). Goals and misconceptions. In J. A. Banks, *An introduction to multicultural education*. Boston: Pearson.
- Banks, J. A. (2004). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education* (2<sup>nd</sup> ed.) (pp. 3-29). New York: Macmillan.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Boyd-Zaharias, J., & Pate-Bain, H. (2008). Class matters: In and out of school. *Phi Delta Kappan*, 90(1), 40-44.
- Castagno, A. E. (2008). "I don't want to hear that!": Legitimizing whiteness through silence in schools. *Anthropology & Education Quarterly*, 39(3), 314-333.
- Dutro, E., Kazemi, E., Balf, R., & Lin, Y. S. (2008). "What are you and where are you from?": The vicissitudes of cultural relevance. *Urban Education*, 43, 269-300.
- Imel, S. (1998). Teaching critical reflection. The Ohio State University Center on Education & Training for Employment.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.
- Larrivee, B. (2008). Meeting the challenge of preparing reflective practitioners. *The New Educator*, 4, 87-106.
- Lew, J. (2004). The "other" story of model minorities: Korean American high school dropouts in an urban context. *Anthropology and Education*, 35(3), 303-323.
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-374.



Retrieved August 23, 2009, from Academic OneFile via Gale: <http://0-find.galegroup.com.wncln.wncln.org/itx/start.do?prodId=AONE>

- Gillen, J. (2009) An Insurrectionary Generation: Young People, Poverty, Education, and Obama. *Harvard Educational Review*, 79(2), 363-370.
- McIntosh, P. (1988). Unpacking the knapsack of White privilege.
- Ogbu, J. U. (2004). Collective identity and the burden of "Acting White" in Black history, community, and education. *The Urban Review*, 36(1), 1-35.
- Page, M. (2009). Pedagogy of privilege: White preservice teachers learn about whiteness. *Teaching & Learning*, 24(1), 3-21.
- Salas, K. D., Tenorio, R., Walters, S., & Weiss, D. (2004). Confronting White privilege. In K. D. Salas, et al. (Eds.) *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom*. Milwaukee, WI: Rethinking Schools.
- Suarez-Orozco, M. M. (2000). Everything you ever wanted to know about assimilation but were afraid to ask. *Daedalus*, 129(4), 1-30.
- Suárez-Orozco, S., & Suárez-Orozco, M. M. (2009). Educating Latino immigrant students in the twenty-first century: Principles for the Obama administration. *Harvard Educational Review*, 79(2), 327-340.
- Zeichner, K.M., & Liston, D. P. (1996). Historical roots of reflective teaching. In K.M. Zeichner & D. P. Liston *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

### Professional Resources

*\*\*These are only a sampling - there are SO many!\**

Multicultural Education	Journal of Adult & Adolescent Education
Bilingual Research Journal	North Carolina Middle School Association Journal
Education & Urban Society	Journal of Language & Culture
Journal of Teacher Education	Reflective Practice
Equity and Excellence in Education	International Journal of Bilingual Education and Bilingualism
Urban Review	Language, Culture, and Curriculum
The Reading Teacher	Language and Education
Reading Research Quarterly	Action in Teacher Education
Harvard Educational Review	Asia-Pacific Journal of Teacher Education
Urban Education	European Journal of Teacher Education
Journal of Latinos and Education	Journal of Education for Teaching
Journal of Negro Education	Mentoring & Tutoring
Teaching & Teacher Education	Studying Teacher Education
Anthropology and Education Quarterly	Teacher Development
Teaching Tolerance	Teachers and Teaching
GLSEN	The New Educator
Middle Ground	
Middle School Journal	

