ANGELO STATE UNIVERSITY  
Department of Curriculum and Instruction

EDG 6317  
Teaching Diverse Populations  
Spring 2018  
TWYLA J. TASKER, PH.D.

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COURSE INFORMATION

COURSE NUMBER
EDG 6317

COURSE TITLE
Teaching Diverse Populations

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu
The course begins on January 16, 2018 and ends on March 9, 2018.

COURSE DESCRIPTION
This course focuses on culturally responsive pedagogies for meeting the academic needs and learning styles of culturally diverse students. Emphasis will be placed on critical investigation of the role of socio-cultural dynamics on learning and teaching, and design of curriculum, materials, and pedagogical and disciplinary practices that affirm student’s culture. The ultimate goal of the course is to examine ways in which a culture-based curricular perspective provides powerful scaffolding for enabling and empowering educational experiences for diverse students.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Twyla J. Tasker, Ph.D.
Email: twyla.tasker@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES
• Explain how their personal experiences affect their values, their decision-making, and potentially, their views of diversity in the classroom.
• Understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
• Use a variety of communication and collaboration strategies that demonstrate responsiveness to the cultural backgrounds and differing perspectives of the learners.
• Access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, family backgrounds, values, perspectives, abilities, and interests into instruction.
• Organize resources respectful of and responsive to the differing perspectives that learners bring to the learning environment.
• Design instruction to address each student's diverse learning strengths and needs and build on prior knowledge, experiences, and interests.
• Bring multiple perspectives to the discussion of content, including attention to the students' personal, family, and community experiences and cultural norms.
• Differentiate instruction to make learning relevant, accessible, and challenging, and takes into account the individual learner's strengths, interests, and needs.
• Create environments that support individual and collaborative learning, and that demonstrate responsiveness to the differing perspectives and backgrounds that learners bring to the classroom.
• Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• Explain and justify how their learning experiences may have altered their views of diversity in the classroom.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php). Internet connectivity problems and home computer problems are not considered adequate
excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

**GRADING SYSTEM**
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

**METHODS OF INSTRUCTION**
- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include: critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

**COMMUNICATION**
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.
**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

**USE GOOD “NETIQUETTE”:**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

**INSTRUCTOR COMMUNICATIONS:** Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

**CANDIDATE PARTICIPATION**
- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
• Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.

• If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE
Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:
• Angelo State University Student Handbook
  http://www.angelo.edu/student-handbook/

• ASU Undergraduate and Graduate Catalog
  http://www.angelo.edu/catalogs/

• Academic Calendar
  https://www.angelo.edu/services/registrar_office/academic_calendar.php

ACADEMIC INTEGRITY
Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate’s original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

**STUDENTS WITH DISABILITIES**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
dallas.swafford@angelo.edu

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

**TITLE IX**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency,
interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Assignment Objectives and Due Dates

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<td>You are expected to read all material in each module before submitting an assignment. The instructions and scoring expectations are included in the module. All activities should be submitted by 11:59 pm (CST) on the date scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.</td>
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<th>Week</th>
<th>Topic</th>
<th>Objective</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
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<td>Module 1: Introducing Your Personal Cultural “Lenses”</td>
<td>By the end of the course, the candidate will be able to: Explain how their personal experiences affect their values, their decision-making, and potentially, their views of</td>
<td>Readings are located in Blackboard</td>
<td>Review Syllabus</td>
<td>0</td>
<td>Wednesday 1/17</td>
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<td>Plagiarism Certificate/ Statement</td>
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<td>Wednesday 1/17</td>
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<td>Introduction Discussion Board</td>
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<td>Friday 1/19</td>
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<td>Personal Cultural Biography</td>
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<td>Sunday 1/21</td>
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<td>Module</td>
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<td>Description</td>
<td>Requirement</td>
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<td>2</td>
<td>Module 2: Understanding Diverse Populations</td>
<td>Understand that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</td>
<td>Understanding Diversity Discussion Board</td>
<td>Initial Post Friday 1/26 Responses Sunday 1/28</td>
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<td>3</td>
<td>Module 3: Communicating and Collaborating Responsively</td>
<td>Use a variety of communication and collaboration strategies that demonstrate responsiveness to the cultural backgrounds and differing perspectives of the learners</td>
<td>Communication and Collaboration Strategies Padlet</td>
<td>Sunday 2/4</td>
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<td>Module 4: Accessing Diverse Classroom Resources</td>
<td>Access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, family backgrounds, values, perspectives, abilities, and interests into instruction.</td>
<td>Annotated Bibliography</td>
<td>Sunday 2/11</td>
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<td>Module 5: Differentiating Instruction for Diverse Populations</td>
<td>Differentiate instruction to make learning relevant, accessible, and challenging, and takes into account the individual learner's strengths.</td>
<td>Differentiated Instructional Strategies</td>
<td>Sunday 2/18</td>
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<td>Module</td>
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<td>6</td>
<td>Module 6: Creating an Inclusive Physical Environment</td>
<td>Plan for creating environments that support individual and collaborative learning, and that demonstrate responsiveness to the differing perspectives and backgrounds that learners bring to the classroom.</td>
<td>Sunday 2/25</td>
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<td>7</td>
<td>Module 7: Teaching Diverse Populations</td>
<td>Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>Friday 3/2</td>
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<td>Module 8: Reflecting on Learning</td>
<td>Explain how their learning experiences may have altered their views of diversity in the classroom. Reflect on the objectives learned in the course.</td>
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<td>Teaching Diverse Populations Multimedia Presentation</td>
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