|  |  |
| --- | --- |
|  | SUNY New PaltzDepartment of elementary educationEED 370 Education of diverse populations in early childhood and elementary school – Spring 2018 SECTION ONE  3 |

**Instructor** Dr. Lizabeth Cain

**Instructor Contact** cainl@newpaltz.edu (845) 257-2864 Old Main 222

**Email Response Hours** Monday through Friday, 9-5. I will respond by the end of the day.

**Office Hours** Tuesday and Friday, 1-3, or by appointment

**Department Contact** Chair: Dr. Lindsey Russo [russol@newpaltz.edu](mailto:russol@newpaltz.edu)

**Section One: Tuesday 3:30-6:20, location TBD**

**Course Description:** Introduction to the teaching of children, birth through 6th grade, with a creative look at issues related to student diversity and multiculturalism. This course includes the examination of different types of programs and schools, the history of the education profession, and the professional expectations for working with diverse populations in many different settings. 3 Credit hours. According to the SUNY New Paltz credit hour policy, this means that for every hour you spend in class with me, you should expect to spend two hours in preparation for class on your own.

**School of Education**

**Conceptual Framework**

**Preparing Caring, Critical, and Reflective Professionals**

**to Maximize Student Success**

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

* Critical Inquiry and Intellectual Development
* Professional Skills and Disposition
* Culturally Responsive Practice and Social Justice Education
* Democratic Citizenship and Student Advocacy

Faculty, staff, and administrators strive to model, as well as nurture and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.

**Student Learning Outcomes**

1. **Students will examine their own backgrounds and experiences to determine the values and attitudes they may bring into the classroom.**
2. **Students will recognize and value the multidimensional meanings of diversity in early childhood and elementary school classrooms.**
3. **Students will understand how school funding affects school quality, and how both affect life chances for children.**
4. **Students will understand how issues of environmental degradation and pollution tend to affect poor children of color disproportionately.**
5. **Students will understand their own role in sustaining and maintaining our democratic system, and learn change agent skills for creating a more sustainable world.**

**Summary of Course Topics**

1. **Racism, genderism, ableism, classism, and other –isms that affect education.**
2. **School funding and poverty.**
3. **Culturally relevant pedagogy.**
4. **Ecojustice and education.**
5. **Change agent skills for teachers.**

**Required Text, available in the campus bookstore and through online booksellers**

To Teach: The Journey, in Comics, by William Ayers and Ryan Alexander-Tanner

**Recommended Texts, available in the campus bookstore and through online booksellers**

Reign of Error: The Hoax of the Privatization Movement and the Danger to America’s Public

Schools, by Diane Ravitch

The Shame of the Nation: The Restoration of Apartheid Schooling in America, by Jonathan Kozol.

**Assignments Point Value Date Due**

Blog entry one 20 February 7

Blog entry two 20 February 28

Blog entry three 20 March 28

Visual data representation 20 April 18

Final 20 Finals week-TBD

**Late work:** Please communicate with me right away if it becomes clear to you that you are going to miss a deadline. Depending on your circumstances, I will likely grant an extension, but communication with me is crucial to your success in this course. I can’t give you an extension if you don’t ask for one. I reserve the right to assess a penalty of up to one point per day late.

**Grading scale:**

Grade averages will not be rounded.

A 95-100 points

A- 90-94 points

B+ 87-89 points

B 83-86 points

B- 80-82 points

C+ 77-79 points

C 73-76 points

C- 70-72 points

D 65-69 points

F 64 or fewer points

**Participation and Professionalism:** Please understand that by enrolling as an education major, you are proposing to enter a profession with a very high standard for professionalism, punctuality, and intellectual engagement. You must demonstrate to me that you are ready to begin your apprenticeship in this profession. Do that by coming to class, on time, well-prepared, and by engaging with the material under discussion all class, every class.

**Writing:** An important aspect of your professionalism is how you present yourself in writing. All elementary teachers teach writing; it’s important that you know what you’re doing before you pass it along to the next generation. Similarly, the way you communicate with parents, fellow teachers, and administrators will reflect on you and on the preparation you have received at SUNY New Paltz. My expectations for your writing will be high. I expect you to turn in only your very best work. Write thoughtfully, revise carefully, and have someone else read what you’ve written, BEFORE you turn it in to me. If there is a problem with your writing, I will advise you of that early in the semester so that you may take steps to correct it.

**Attendance Policy:** I will take attendance at every class. I will notice if you’re absent, late, or texting during class. You are allowed one free pass per semester. My recommendation is that you not use it early, because you might need it later. After you’ve missed one class, any additional undocumented absences, lateness, or texting will affect your final grade.

**Schedule of Class Meetings**

Tuesday, January 23

Course overview, introductions, syllabus, defining our terms, understanding white privilege: Unpacking the Invisible Backpack.

Tuesday, January 30

Reading:

To Teach: The Journey in Comics, Introduction and Chapters 1-4

Tuesday, February 6

Reading:

To Teach: The Journey in Comics, Chapters 5-8

Tuesday, February 1

Reading available on Blackboard:

The Shame of the Nation, Chapter 2: Hitting them Hardest When They’re Small

Tuesday, February 20

Reading available on Blackboard:

Toward a Theory of Culturally Relevant Pedagogy, by Gloria Ladson-Billings (1995).

Tuesday, February 27

Reading available on Blackboard:

Reign of Error, Chapters 6 and 10

Tuesday, March 6

No readings due for this class; please come prepared to actively watch and engage in extensive discussion of 13th, a documentary available on Netflix.

Tuesday, March 13

Reading available on Blackboard:

Over the River: Returning Home to Flint, by Richard Manning.

From Harper’s Magazine, January 2017

Tuesday, March 20 SPRING BREAK

Tuesday, March 27

Reading available on Blackboard:

Good Behavior: And unusual team of White House scientists works through the final days of the

Administration, by Sarah Stillman. From The New Yorker, January 23, 2017

Tuesday, April 3

Reading: Review the information on this website: <https://www.riverkeeper.org/campaigns/safeguard/newburgh-2/>

In addition to reading the summary of the Newburgh drinking water crisis on the main page,

thoroughly explore at least two links from that page. Come to class ready to form small study groups

for looking more deeply into specific aspects of the crisis.

Tuesday, April 11

Newburgh water crisis study groups

Tuesday, April 18

Newburgh water crisis study groups

Tuesday, April 24

Taking informed action: Legacy projects

Tuesday, May 1

Taking informed action: Legacy projects

**Important information about SEIs:** You are responsible for completing the Student Evaluation of Instruction (SEI) for this course. I value your feedback and use it to improve my teaching and planning. Please complete the online form between May 1 and May 5.

May 15-19 FINAL EXAMS

**Campus-wide Policy Statements**

**1. Academic integrity policy statement:** Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. New Paltz’s policy on academic integrity is found at <http://www.newpaltz.edu/ugc/policies/policies_integrity.html>

Several excellent resources to help with avoiding plagiarism are available on the Sojourner Truth Library’s website: <http://lib.newpaltz.edu/assistance/plag.html>

**2. Reasonable accommodation of individuals with disabilities statement:** Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (Student Union, Room 210, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with an Accommodation Memo verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director [knappd@newpaltz.edu](mailto:knappd@newpaltz.edu)

**3. Veteran and Military Services statement:** New Paltz’s Office of Veteran and Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to [www.newpaltz.edu/veterans](http://www.newpaltz.edu/veterans)

Call 845-257-3120, -3124 or -3074; or stop by the Student Union, Room 100 South.

**4. Computer and network policies statement:** Users of New Paltz’s computer resources and network facilities are required to comply with the institutional policies outlined in the Acceptable Uses and Privacy Policy <https://sites.newpaltz.edu/csc/policies/acceptable-uses-and-privacy-policy/>