

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
SPRING 2009
EDU-516 Diversity and Critical Pedagogy**

Instructor: Dr. Jill Purdy
Phone: 610-606-4666 ext. 3419
Office: Curtis 266
Email: jepurdy@cedarcrest.edu
Office Hours:

*Please note that I will only correspond via Cedar Crest email accounts. In case of inclement weather you may call my voicemail on the day of class.

Course Description: Students will explore instructional and political issues related to race, ethnicity, gender, sexual orientation, age, religion as they impact student learning and educational experiences towards developing personal sensitivity and will then explore strategies and models for fostering their students respect and appreciation for diversity from the perspective of critical pedagogy theory. Analysis of diversity from perspectives of critical pedagogy theorists such as Giroux, McLaren, Kanpol and others will be required.

Course Outcomes:

- Students will explore diversity in today's society.
- Students will develop a working understanding of critical pedagogy.
- Student will gain an understanding and reflect on how diversity affects educational practices.
- Students will develop a plan to become an agent of change in the educational system.
- Students will research critical pedagogy theorists.

Academic Honesty/Protocol: The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous and respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise students' access to learning. Cell phones should be turned off before class begins. Any failure to comply with this protocol will result in a lowered grade for the course.

Education Department Attendance Policy:

Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance will be scored on the Professional Rubric – see attached.

PLEASE NOTE:

1. Because of the dynamics of this course, it is essential that all classes are attended. If you cannot make all classes, it is suggested that you take the course at a different time.
2. Late assignments or projects will be lowered a full letter grade for each day they are overdue. Assignments are due at the start of each class session. Therefore, anything turned in (including by email) after class will be considered late. If you have difficulty with an assignment please make an appointment to meet with me for assistance. Also, there are services available through the Advising Center.
3. The most expedient way to contact the professor is through email.
4. The professor reserves the right to make changes in the course content and schedule at her discretion.

Plagiarism: Is regarded as failure to comply with the college honor code. If it is determined that a student has used the work of another person and has not cited that person in APA style as the source of idea(s), a grade of “0” will be earned for that paper. Not knowing how to cite work is not an excuse for plagiarism. Students may not use the same paper, unit, or lesson plan for more than one course without the permission (in writing) of instructor. I hold the honor policy in the highest regard and would like to note that cheating (i.e. plagiarism) of any kind (including Internet and the like), using materials previously established as “off-limits” (such as take-home tests, or collaborating with other students on any “individually-designated” assignment will result in a “0”. **Students must submit original work.**

Required Texts:

Gollnick, D. & Chinn, P. (2006) Multicultural Education in a Plurisitic Society. Pearson, NJ

*companion website: www.prenhall.com/gollnick

Gruwell, Erin (2006). Freedom Writers Diary.

Course Requirements:

Professionalism	100
Research Project	100
Research Presentation	40
Textbook Reading Assignments (3)	30 (10 points each)
Personal Philosophy of Change	100
Freedom Writers Reflections	30 (10 points each)

Grading Scale – Total possible points for course = 400.

100 – 94% = A	86 – 84% = B
90 – 93% = A-	83 – 80% = B-
87 – 89% = B+	79 – 77 % = C+

- **ALL STUDENTS SEEKING TEACHING CERTIFICATION MUST ACHIEVE A GRADE OF “B” OR BETTER IN THIS COURSE.**
- **ALL WORK FOR THIS CLASS IS DUE BY**

Course Outline:

<u>Class</u>	<u>Discussion Topics/Activities</u>	<u>Assignment/Readings</u>
Weekend #1 Feb. 6,7,8	Introduction/Syllabus/ Critical Pedagogy Attitude Inventory Foundations of Multicultural Education “Freedom Writers” Discussion and Movie Clips Topics: Class, Ethnicity, Race, Gender, Exceptionality	Chapters 1-5 Read Freedom Writers By Sunday Reading Response for Freedom Writers due Sunday
Weekend #2 Feb. 27,28, 29	Educational Programs Case Studies Topics: Religion, Language, Age Research Presentations	Chapters 6-9 Text Reading Responses Due Friday Presentations on Sunday

*** The professor reserves the right to adapt syllabus as needed.**

Class Participation: See Professional Rubric

Text Reading Responses:

Select three: From *Multicultural Education in a Pluralistic Society*: Pg. 42, #2, Pg. 86, #2, Pg. 211, #1, Pg. 265 #2, Pg. 350 #2, Pg. 385 #4 (1-2 pages in length)

Freedom Writers Reading Responses:

Maximum two page reading response with personal reflection. They will be scored on the written response rubric.

Written Response Rubric

Criteria	A	B	C	D
Purpose	Explains the key points including the less obvious	Explains key points	Explains some key points	Does not explain key points
Organization and conventions	Organized, clear, well-constructed sentences, punctuation, grammar and spelling are accurate, APA accurate	Generally organized and clear- beginning, middle and end is evident, some errors in grammar punctuation and/or spelling, Few errors in APA	Lack of organization makes paper difficult to follow and errors are distracting, APA errors are present	Organization is neglected and many errors present, APA not followed
Details	Details enhance and support the key points	Some details present but some key details missing	Few details provided	Lacks detail
Personal Connections	Connections of knowledge learned and classroom and teaching connections are pertinent	Some personal connections made	Few personal connections made	No connections made

Research Project and Presentation:

With a partner, you will research an important theorist in the area of critical pedagogy. Each student (individually) will prepare a 3-5 page paper exploring contributions, noted influences, theories and viewpoints, etc. of the assigned theorist. As a group, you will prepare a presentation that shares this information with the class (no more than 20 minutes).

Personal Philosophy of Change:

A 3-5 page essay on how you plan to implement what you learned in this course to become an agent of change in the area of diversity.

Scoring:

Incorporates course outcomes in plan	50
Well organized essay	25
Conventions: spelling, grammar, etc.	15
APA	<u>10</u>
TOTAL	100

