

**Peru State College
School of Education
EDUC 255 – Differentiating for the Diverse Learner (On Campus)
Syllabus – Fall 2021**

This syllabus provides a roadmap of what to expect in this course this semester. Read the syllabus carefully, ask questions when it is discussed in class, and keep it handy for future reference. You should also enter the assignment due dates in your calendar to keep track of what is due. The instructor may change this syllabus at any time and will notify the students of changes as soon as possible.

Peru State College Mission Statement - Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska and the world.



Reflective Decision-Makers

- Foundational Knowledge
- Professional Dispositions & Integrity
- Professional Development

School of Education Mission Statement

The mission of the Peru State College School of Education is to develop exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. Faculty provide support for Teacher Candidates as they develop and nurture personal teaching identities based on their knowledge, skills, and dispositions, and use these to become reflective practitioners, wise decision-makers, and teacher leaders who promote student achievement.

Instructor Information

Name: Heidi Jo Bartlett

Office Location: TJ Majors 210

Office Hours: Mondays 9-10:30 and 1-2; Tuesdays 2-3; Wednesdays 9-10:30

- Office hours are times when I will be available in my office or via Zoom for you to talk with me about course or academic issues.

Telephone: 402-872-2448

Email Address: hbartlett@peru.edu

- I welcome you to contact me outside of class or office hours. You may email me, call my office, or contact the department and leave a message. Contact outside of work hours or on the weekend may be delayed until the next business day.

Course Information

Meeting Times: Tuesday and Thursday: 12:30-1:45 p.m.

Required Textbooks:

Gregory, G.H. & Chapman, C. (2012). *Differentiated instructional strategies: One size doesn't fit all* (3rd ed.). Thousand Oaks, CA: Corwin Press.

ISBN-13: 978-1452260983

Gorski, P.C. & Pothini, S. G. (2018) *Case studies on diversity and social justice education* (2nd ed.). New York: Routledge.

ISBN-13: 978-0815375005

- **If you do not have course materials for any reason, be sure to attend class and participate online to the extent possible. Do not wait to start attending or participating until you have your course materials.**

Required Software: LiveText; Microsoft Word, Office Libre, or similar

Prerequisites: EDUC 209

Course Description

This course focuses on the conceptual, theoretical and philosophical issues surrounding diversity in educational settings and how to successfully implement differentiation of instruction to offer all types of learners with opportunities for engagement in their learning environments. The course also explores notions of equity that will provide candidates with the information they need to create learning environments that are free of bias and provide a differentiated approach to education for all students. Teacher education candidates will adopt a philosophical position and design and implement effective teaching strategies that reflect ethnic and cultural diversity through differentiation.

Big Ideas of the Course:

- Who are you as a teacher candidate?
- What types of diversity are found in our schools/classrooms?
- How do we plan for different backgrounds and lives of the students in our classrooms and how do we differentiate our classes to help them learn?

Course Outcomes

Upon successful completion of this course, a student will be able to:

1. Evaluate and explain the role of self in the classroom and how past and current experiences will impact them and their decisions as an educator. (3.1.1) [4o, 4q, 9e, 9i, 9m] {1.1, 1.2}
2. Demonstrate awareness of opportunities for learning influenced by such aspects as gender, race, socioeconomic status, and language proficiency. (1.2.2, 1.2.3, 1.3.1, 1.3.4) [1b, 1e, 1g, 1h, 1i, 2d, 2h, 2i, 2j, 2l, 7i, 7n] {1.1, 1.3}

3. Identify students' experiences, cultures, and community resources that can be incorporated into instruction. (1.2.1, 1.2.2, 1.3.1, 1.3.4, 1.3.6) [1c, 1k, 2k, 4m, 7m, 7o] {1.1, 1.3}
4. Formulate ideas of differentiating instruction in order to meet the needs of individual learners in the classroom. This information includes differentiating through multiple modalities such as through content, product, and process. (1.2.1, 1.2.2, 1.2.3, 1.3.3, 1.3.4, 3.1.3) [1a, 1b, 1e,, 1h, 2a, 2g, 2l, 2m, 6h, 7a, 7b, 7n. 7q, 8a, 8l, 8s] {1.1, 1.3, 1.4}
5. Examine, question, and interpret ideas from diverse perspectives as they relate to the classroom environment while being sensitive to students' unique needs and challenges. (1.2.1, 1.2.2, 1.3.1, 1.3.4, 1.3.6, 2.1.2, 3.1.1, 3.1.3) [4b, 4p, 5g, 5r, 9e, 9i, 9o] {1.1, 1.3}
6. Design classroom experiences that develop critical, creative, and independent thinking; respect; safety and well-being to meet the diverse learning needs of all students; and reflect knowledge of how different students learn and develop. (1.1.2, 1.2.2, 1.3.1, 1.3.3, 1.3.4, 1.3.6. 2.1.2, 3.1.1, 3.1.3) [1d, 2a, 2n, 3a, 3e, 4b, 5m, 6a, 6b, 6u, 7j, 8a] {1.1, 1.2, 1.3, 1.4}
7. Recognize and describe various types of technology that can be beneficial in meeting students' unique needs for learning. (1.1.2, 1.2.2, 1.3.2, 1.3.6, 3.1.1) [5l, 7k, 8g, 8n, 8r, 9f, 10g] {1.1, 1.2, 1.5}
8. Exhibit professional dispositions as evidenced by attending all class sessions, meeting deadlines, and fulfilling professional responsibilities. (2.1.1) [9o] {1.1}

(Peru-Undergraduate Conceptual Framework)

[InTASC: Interstate Teacher Assessment Support Consortium]

{CAEP: Council for the Accreditation of Educator Preparation}

Eligibility for Nebraska Teacher Certification:

Notice Regarding Convictions from Title 92, Nebraska Administrative Code, Chapter 20:

Found here: [https://sos.nebraska.gov/rules-and-](https://sos.nebraska.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf)

[regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf](https://sos.nebraska.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf) 004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04

For a list of such convictions, go here: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule21_20182.pdf

Expectations & Instructional Approach

Students are expected to attend class regularly and to complete all assigned work. Assigned work includes readings and reflections, discussions, and projects which emphasize the areas of differentiation and diversity in the classroom.

This is a discussion-heavy course where you will be expected to think about your own views and listen to others' experiences. Participation is vital to the learning experience. Consequently, I expect you to read the material and be ready to participate in discussions and exercises. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. Respect involves allowing other students to communicate their opinions without interrupting them. We should look for common ground in discussions and assume the best in each other. While committed to freedom of expression in this course, I am also committed to discussions that are factually accurate and logically sound.

When masks are required to be worn at the College this fall, you must wear yours at all times in this classroom. Plan accordingly so you do not have to eat in class. If you do not have a mask, you can get one at various locations around campus, including the Dean's offices.

Requirements for Submission of Work:

It is expected that you submit new work for this semester, *especially* for students who have taken this course before. Assignments ran through SafeAssign which have a high percentage of plagiarism, even if the paper is a previous one that *you* have submitted, run the risk of earning zero points for the assignment. This is not the only form of academic dishonesty. If you are not sure if a previous assignment is considered plagiarism to use, please discuss with the instructor BEFORE submitting the assignment. For all students, plagiarism or other types of academic dishonesty will result in zero points for the assignment and an Educator Disposition Notice.

PLAGIARISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.

Unless otherwise stated, work should be submitted as a Microsoft Word document. If you use alternative programs such as Office Libre, Google Docs, or Pages, save your document as a .doc or .docx extension before submitting it. Other formats such as an online link to your assignments or .pages extension will not be accepted, and the assignment will be considered late until an appropriate format has been submitted. If you do not have Microsoft Word, please talk to the instructor to find a solution.

Professionalism in Written Assignments

While content of an assignment is crucial, consider that written presentation of assignments and activities should also be a priority. Well-written work is expected to utilize standard academic English. Be mindful that as a future teacher of English, your written work should be that of a professional. Present your assignments as you would if they were to be reviewed by a future administrator, member of the school board, your students, or the parents of prospective students. Up to 20% of an assignment's grade may be deducted for mechanics, grammar, and usage, especially if such errors interfere with the clarity of your writing and are consistent. I am happy to discuss strategies for improving your writing skills.

Absences:

Students are expected to attend class and be an active participant in discussions and activities. Students participating in sports, extracurricular, or school-related events that will cause them to miss class should notify the instructor as soon as possible. Similarly, please communicate with the instructor in cases of illness or quarantine.

Missing class for practicum hours or to take the Praxis test is not permitted. Knowledge of students participating in such activities will lead to further consequences such as disposition notices and the absence being considered unexcused.

A Note about Attendance

Students are expected to attend every class unless they are sick, in isolation/quarantine, or are attending a College-sponsored activity. Class attendance is critical to your success so that you hear lectures, participate in class activities and interact with your faculty and classmates. Coaches are notified of absences for their student-athletes.

If you are not able to attend, you are expected to:

- Notify me and your other instructors as soon as possible of the absence.
- Work with me to reschedule exams, labs, practica, and other assignments, if excused from class.
- Keep up with assignments, discussion boards, and readings, if you are able to do so and if you are excused from class. Attending class via Zoom is only a temporary situation until you are able to return.

If you miss class, you are expected to make up any missed assignments within one week of your return. I will not grant an open-ended extension to making up missed work. Work cannot be made up for unexcused absences.

If you are facing issues that cause you to miss class repeatedly, please seek assistance. The College has counselors available to talk with you, if needed.

Tardiness:

Students are expected to be in class for the entire class period from 12:30-1:45. If students know that they must arrive late or leave early, common courtesy is expected, and the student should notify the instructor. Multiple instances of not remaining in class for the entire class time (including excessive absences from the classroom while the class is in session) will lead to deductions in students' attendance and participation points.

If students are having difficulties with attendance and/or tardiness, please contact the instructor, especially if there are situations that the instructor should know about to take into consideration. Many problems can be avoided with good communication!

Students are encouraged to seek assistance by arranging an appointment via email (HBartlett@peru.edu) or phone call (402-872-2448). Messages sent after normal business

hours, including weekends, may receive a delayed response, so please plan ahead and get in contact early if you have any difficulties or concerns!

Participation:

Students are expected to be actively involved in the class. This involves contributing to in-class discussions, working with other students, bringing the necessary materials, and completing readings. Your experiences will lend themselves to the learning of others and vice-versa. Being present in class will allow for learning that goes beyond the expected readings. We will often use electronic devices in this course; however, students should be responsible in their use. Please avoid phone calls, texting, and unrelated computer work during class time. Use of electronic devices that negatively impact student involvement in the course will be noted and, after a warning, may result in attendance point deductions.

Additional Concerns for Grading:

As stated previously in this syllabus, there are some important requirements from teacher candidates that if not successfully attained, will result in negative impact on the final letter grade. Please note the following;

- Disrespectful behavior in any way, either in class or through email, shall be handled by a loss of points determined by the instructor at the time of the incident. (Inappropriate conversations during class time, that may potentially interrupt the learning of others, is considered disrespectful behavior.)
- The inappropriate use of cell phones during class will be treated as though you are leaving the class, which means you may lose participation points for that class session.
- Students are expected to show their readiness in work and behavior to be teacher candidates.

Students are expected to accept their roles with a seriousness of purpose and to perform all work accurately and responsibly. If the student's performance does not meet reasonable standards of academics and/or behavior, the instructor reserves the right to refer the student to the Teacher Admission and Retention Committee of the School of Education and Graduate Studies.

PSC Conceptual Framework: 2.1.1: Teacher education candidates refine, model and reflect upon the character, skills, and traits appropriate for the teaching profession.

Assessment and Grading

Course Assignments

3-2-1 Reflections (with *Differentiated Instructional Strategies*) (6 @ 5 pts each = 30 points)

The *Differentiated Instructional Strategies* textbook provides a range of useful information and strategies as it relates to considering the diversity of students we have in the classroom. Read the textbook chapters before class and think about the information. For these assignments, write

- 3 things you learned
- 2 things you'll use/apply as a teacher

- 1 thing you still have a question about

Bullet points are great! Write in complete sentences, and submit as a Word document. Correct grammar, mechanics, and usage will be taken into consideration. See the example in Blackboard. The assignment is due **before class starts** on stated due dates and will be marked late at 12:30 p.m.

Reading Reflections (*with Case Studies on Diversity and Social Justice*) (9 @ 10 pts each = 90 points)

The *Case Studies on Diversity and Social Justice* text discusses a topic of diversity found in public schools and shares several narratives related to the subject in each chapter. For this assignment, you will be asked to read selected narratives in each chapter and provide a reflection using steps laid out in the Equity Literacy Framework (found in our book).

The Equity Literacy Framework is intended to strengthen our abilities to create equitable learning environments centered around high expectations for all students through a process of critical thinking. Here are the specific steps we will use with each assigned reflection:

Step 1: Identify biases or inequities- What biases or inequities can you identify after reading the case study? What preconceived notions or unfair conditions are apparent to you? (**Provide a brief explanation of “why” you feel the way you do.**)

Step 2: Take stock of various perspectives- What are the perspectives that need to be considered? What are the possible perspectives that are influencing the scenario?

Step 3: Consider possible challenges and opportunities- What challenges need to be considered? What opportunities are there? (**Provide a brief explanation of “why” you feel the way you do.**)

Step 4: Imagine equitable outcomes- What do you feel should or might be done to intervene? What do you feel would help with the situation? (**Explain “why” you feel the way you do.**)

For each assignment you will...

1. Choose a case study to respond to from the required chapter reading.
2. In two pages or less, provide a reflection outlining the Equity Literacy Framework using the question prompts provided above.
 1. Clearly identify the page and case study number you are responding to.
 2. Label each step that you are addressing in your reflection (Ex. Step (1) Identify Biases and Inequities).
3. As a conclusion to your reflection to the case study (3-4 sentences), share what you feel will be important for you to remember as a future educator along with any concluding thoughts about the case study overall.

Please do NOT write more than two double-spaced pages for each case study. Your response should be clear without the textbook as the instructor reads it. For instance, do not state, “The plan was good.” Instead, state, “The teacher’s plan to involve parents more in the classroom was

good.” These assignments are due at 11:59 p.m. on stated due dates and will be marked late after then. (Course Outcomes 1, 2, 3, 6, 8)

Expansion Tasks (10 @ 5 pts each = 50 points)

Throughout the course, small tasks and activities will be assigned to students to either complete at home or in class. These tasks are designed to expand on ideas and topics found within the lectures, discussions, and textbooks. Tasks will be assigned during class time. If a student is absent, they may miss out on the opportunity to complete the day’s task and the assigned points. (Course Outcomes 1, 2, 3, 4, 5, 6, 7, 8)

Diversity Project (50 points)

For this project, students will decide to work together or individually to develop a project that examines two or more aspects of diversity found in K-12 public schools. You will determine your own project and your own way of showing understanding of your information. Some examples of projects include an annotated bibliography, movie reviews, book analysis, museum field trips, lecture attendance, culturally-relevant pedagogy unit plans, and many more! Project guidelines and rubric should reflect the work of a 50-point project.

Students will work with the instructor to develop a plan of action, including a rubric that can be used in the assessment. Students should plan to share the highlights of their project and what they learned with their classmates, with the hope of sharing information that will be useful to future teachers. (Course Outcomes 2, 3, 6, 8)

Positive Climate for Learning (16 pts)

This is the first part of the final project. You will need to choose three components of creating a positive climate for learning in a diverse classroom. You will submit this as a Word document to both Blackboard and to LiveText. You will then receive feedback to guide you in your final project. This paper will be graded using a yes/no checklist. Please refer to Blackboard for examples and more details. (Course Outcomes: 2, 3, 4, 5, 6, 7, 8)

Grading Checklist (16 pts)

1. Introduction of overall topic
2. Introduction includes grade level and content area
3. Component 1: How it leads to a positive climate
4. Component 1: Reference to at least one student from student roster
5. Component 1: Explanation and justification of differentiation for diverse students
6. Component 1: Evidence (newsletter, blogpost, seating chart, meeting log, field trip permission slip, etc....) connected with an explanation to the component
7. Component 2: How it leads to a positive climate
8. Component 2: Reference to at least one student from student roster
9. Component 2: Explanation and justification of differentiation for diverse students
10. Component 2: Evidence (newsletter, blogpost, seating chart, meeting log, field trip permission slip, etc....) connected with an explanation to the component
11. Component 3: How it leads to a positive climate

12. Component 3: Reference to at least one student from student roster
13. Component 3: Explanation and justification of differentiation for diverse students
14. Component 3: Evidence (newsletter, blogpost, seating chart, meeting log, field trip permission slip, etc....) connected with an explanation to the component
15. Correct APA citations if outside references (not including standards) are used
16. Document was uploaded to LiveText

Book Assignment (20 pts)

One of your roles as an educator is to pick resources such as books for your diverse classroom. For this project, select two books that address two different types of diversity in your classroom as given in the student learner profile or discussed in this course. For example, your books could center on different religions, ethnicities, abilities, language backgrounds, genders, or cultures. You may find books from the PSC curriculum library or another source. Children's books are acceptable to select, even if they may be below the level that you intend to teach. Using the template provided in Blackboard, you will compare and contrast the books and analyze how they could be utilized in your classroom. (Course Outcomes: 2, 3, 4, 5, 6, 8)

Pre-Assessment Strategies (20 pts)

This is the second part of the final project. For this project, you will need to find three outside sources to support your ideas of pre-assessment strategies in your diverse classroom. If you choose, you can complete the graphic organizer with complete sentences and bullet points instead of writing it out in paragraph-form. Again, this should be submitted as a Word document to both Blackboard and LiveText. You will then receive feedback to guide you in your final project. This paper will be graded using a yes/no checklist. Please refer to Blackboard for more details and the graphic organizer. (Course Outcomes: 2, 4, 6, 7, 8)

Grading Checklist:

1. Appropriate for grade level, content area, and topic
2. Address a variety of classroom diversity (i.e. not only visual, audio, kinesthetic learners)
3. #1 is a pre-assessment strategy
4. #1 includes explanations of teacher and student procedures
5. #1 includes at least one student from student roster
6. #1 includes explanation and justification of differentiation for diverse students
7. #1 includes explanations of HOW to use strategy in teaching
8. #2 is a pre-assessment strategy
9. #2 includes explanations of teacher and student procedures
10. #2 includes at least one student from student roster
11. #2 includes explanation and justification of differentiation for diverse students
12. #2 includes explanations of HOW to use strategy in teaching
13. #3 is a pre-assessment strategy
14. #3 includes explanations of teacher and student procedures
15. #3 includes at least one student from student roster
16. #3 includes explanation and justification of differentiation for diverse students
17. #3 includes explanations of HOW to use strategy in teaching
18. Uses 3 outside sources
19. Outside sources are correctly cited in-text and in end reference page with APA
20. Document is uploaded to LiveText

Six-Step Planning Model Lesson Plan (15 pts)

This is the third part of the final project. For this project, you will need to develop a lesson plan based on the model that fits the NE state content area standards for your grade level and content area. This should be submitted as a Word document to both Blackboard and LiveText. You will then receive feedback to guide you in your final project. This paper will be graded using a yes/no checklist. Please refer to Blackboard for more details, a PowerPoint explanation, template, and examples. (Course Outcomes: 2, 3, 4, 6, 7, 8)

Grading Checklist:

1. Grade level, content area, and topic
2. Relevant NE state content area standards
3. Essential question
4. Necessary content and vocabulary information
5. Pre-assessment or focusing activity with teacher and student actions (activate)
6. Teaching explanation with teacher and student actions (acquire)
7. Practice new information component with teacher and student actions (application and adjust)
8. Assessment with explanation of how it relates to the standard and/or essential question
9. Differentiation with justification in at least two of the five areas (activate, acquire, application, adjust, and assess)
10. Differentiation with justification in at least two of the five areas (activate, acquire, application, adjust, and assess)
11. At least two different areas of differentiation (student needs, interests, proficiency)
12. At least two different areas of differentiation (student needs, interests, proficiency)
13. Reference to at least two students from student roster with explanation
14. Correct APA citations if outside references (not including standards) are used
15. Document was uploaded to LiveText

Reflection of Self (12 pts)

This is the fourth part of the final project. For this project, you will need to reflect on your own personal experiences with diversity in your life and how it will affect you as a future teacher. This should be submitted as a Word document to both Blackboard and LiveText. You will then receive feedback to guide you in your final project. This paper will be graded using a yes/no checklist. Please refer to Blackboard for more details. (Course Outcomes: 1, 2, 5, 8)

Grading Checklist:

1. Length is 3-4 complete pages
2. Double-spaced, good margins, Times New Roman/Arial/Calibri 12-pt font
3. Includes your life, personal, and/or educational experiences (past)
4. Includes diversity found within life, personal, and/or educational experiences (past/present)
5. Reflection of how diversity in your experiences has shaped you (past/present)
6. Clear connection between diversity experiences and who you are in the classroom today (present)
7. Concrete action you will take to consider diversity in your own classroom (future)
8. Concrete action you will take to consider differentiation in your own classroom (future)

9. Explanation of how your future actions will positively impact your future learning and teaching in a diverse classroom
10. Solid thesis supported throughout the paper
11. Appropriate organization and transitions throughout the paper
12. Document was uploaded to LiveText

Differentiation for the Diverse Learner (70 pts)

This final project is a compilation of the four project components (Positive Climate for Learning, Pre-assessment Strategies, Six-Step Planning Model, and Reflection of Self) that were previously submitted for grades and feedback. As with the other sections of this assignment, the final project must be submitted to both LiveText and to Blackboard. Blackboard will check for plagiarism using SafeAssign. Portions of the assignment which were found to be plagiarized are subject to retroactive changes in assignment grades as well as other administrative consequences. This final project will be grading using a yes/no checklist. Please refer to Blackboard for final project guidelines and grading rubrics. (Course Outcomes: 1, 2, 3, 4, 5, 6, 7, 8)

Final Exam (30 pts)

The final exam will be completed at the stated final exam time as set by Peru State College. In the Fall 2020 semester, it will be held on Monday, November 23, 2020 from 10:30-12:30. Students will be provided with a study guide prior to the final exam. (Course Outcomes: 2, 3, 4, 5, 6, 7, 8)

Assignment	Points	Course Outcomes
3-2-1 Reflections (<i>DIS</i>)	30	3, 4, 5, 7, 8
Reading Reflections (<i>Case Studies</i>)	90	1, 2, 3, 6, 8
Expansion Tasks	50	1, 2, 3, 4, 5, 6, 7, 8
Diversity Project	50	2, 3, 6, 8
Positive Climate for Learning	16	2, 3, 4, 5, 6, 7, 8
Book Assignment	20	2, 3, 4, 5, 6, 8
Pre-Assessment Strategies	20	2, 4, 6, 7, 8
Six-Step Planning Model	15	2, 3, 4, 6, 7, 8
Reflection of Self	12	1, 2, 5, 8
Differentiating for the Diverse Learner	70	1, 2, 3, 4, 5, 6, 7, 8
Final Exam	30	2, 3, 4, 5, 6, 7, 8
Attendance / Participation	56	8
Total Points:	459	

Grading Scale (%)

Your final grade is based on the total points earned in the semester. All grades will be rounded up to the nearest hundredth (e.g., a 79.45 would round up to an 80% and earn a B).

A	90-100%
B+	85-89%
B	80-84%
C+	75-79%

C	70-74%
D+	65-69%
D	60-64%
F	59% or below

Bobcat 360

Peru State College makes student success a priority. To help us provide you with the resources you may need to be successful, we use the Bobcat 360 system. If I notice that you are struggling with issues such as attendance, class participation, or academic performance, I may send notification or Academic Update through Bobcat 360 in order to put you in touch with the appropriate campus resources. These referrals are designed to maximize your chances for success at the College, not as punishment, so please respond to any communications you may receive from your advisor, Success Coach, the Retention Specialist, Dean or Vice President for Academic Affairs. We are here to assist you.

Grade Appeal Policy

Students who wish to appeal a final grade in a course should consult the Grade Appeal Policy. The first step in the process is to talk with the faculty member about the grade in question. If a satisfactory resolution is not achieved, the student should meet with the appropriate academic Dean for the School in which the course is offered. **The complete policy is available in the Undergraduate Catalog or at this link: <http://www.peru.edu/academics/GradeAppealPolicy>**

Course Evaluations

Towards the end of this course, students will be given the opportunity to provide feedback to the instructor through the student course evaluation. This evaluation will give you a chance to reflect on what you have accomplished and to propose ways the course might be modified for your peers in the future. Please know that your instructor and the College take your feedback seriously. Course evaluations play a role in personnel evaluations and in curriculum planning. The evaluations are anonymous and the instructor will not be able to see any of the evaluations until after final grades have been submitted. Watch for the link to complete your evaluation in the final two weeks of the course.

Disability Services

The Disability Services Office provides support for Peru State College students with physical, mental, emotional, learning, and/or temporary disabilities. Located inside the Center for Achievement and Transition Services (CATS), the Disability Services Office will assist students with determining eligibility for services, implementing accommodations, and providing on-going support. Students who are interested in learning more about these services should contact the Educational Support and Disability Services Coordinator for more information at tdavis@peru.edu or 402-872-2440.

For students with existing testing accommodations, please complete the Request to Test form with your instructor at least 48 hours prior to the test. **The form can be found on the Disability Service website through this link <https://www.peru.edu/eform/view.php?id=304087>.**

Tutoring

Peru State College is committed to the success of all students. One of the important services we provide is tutoring, through the Center for Achievement and Transition Services (CATS). In addition to course-specific tutoring, tutors are also available to provide writing assistance through peer review of assignments and research papers. Tutors will review assignments for grammar, content when appropriate, clarity and citations, and can provide suggestions for further research utilizing the Peru State College Library. Students should bring a draft of the assignment, class syllabus, and instruction sheet when requesting writing tutoring. **To submit an assignment for online review visit this link: <https://www.peru.edu/eform/view.php?id=318909>.**

Tutoring services are available beginning the second week of each academic semester. **For specific hours or to request a tutor, please visit this link: www.peru.edu/tutoring**, the Bobcat Life app, or contact the Educational Support Coordinator at CATS 102.

Academic Integrity Policy

The College expects all students to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy. **The complete Academic Integrity Policy can be found in the Undergraduate Catalog or at this link: <http://www.peru.edu/academics/AcademicIntegrityPolicy>**

Equal Opportunity Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title II of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Course Schedule – Fall 2021 – EDUC 255 On Campus

Week	Date (2021)	Required Readings (before class begins):	In-Class Activities and Discussion:	Assignment Due: (Tuesdays and Thursdays at 11:59 p.m.)
Week 1	August 24		<ul style="list-style-type: none"> • Introductions • Class-building • Syllabus Review • Reflection Assignment Expectations	
	August 26	Chapters 1& 2 (CS)-Introduction	<ul style="list-style-type: none"> • Introductions • Class-building • Syllabus Review • Seating Chart • Chapters 1& 2 (CS)-Intro 	Introduction Post on Google Doc
Week 2	August 31	Chapter 1 (DIS)-One Size Doesn't Fit All Chapter 10 (CS)-Cases on Language	<ul style="list-style-type: none"> • Discussion of DIS Chapter 1 • Syllabus Review • Review Expectations for Final Project • APA • Exploration of Self 	
	Sept. 2	Chapter 2 (DIS)-Creating a Climate for Learning	<ul style="list-style-type: none"> • Discussion of DIS Chapter 2 • Review Positive Climate for Learning • Assignment Expectations • Review Learner Profile 	3-2-1 Reflection: Chapter 1&2 DIS (due before class) Reading Reflection Chapter 10 CS
Week 3	Sept. 7		<ul style="list-style-type: none"> • Discussion of DIS Chapter 2 • <i>Bully</i> Information • Work time: Positive Climate for Learning • Exit Ticket 	
	Sept. 9		<ul style="list-style-type: none"> • Diversity Movie- <i>Bully</i> 	
Week 4	Sept. 14		<ul style="list-style-type: none"> • Finish Movie 	

			<ul style="list-style-type: none"> • Movie Discussion • Exit Ticket 	
	Sept. 16		<ul style="list-style-type: none"> • Movie Discussion • Work time: Positive Climate for Learning • Review Diversity Project 	Positive Climate for Learning Assignment (Blackboard and LiveText)
Week 5	Sept. 21	Diversity Materials Chapter 5 (CS)- Cases on Ethnicity and Culture	<ul style="list-style-type: none"> • Diversity Discussion- Race, Culture, & Ethnicity 	
	Sept. 23	Diversity Materials Chapter 6 (CS)- Cases on Race	<ul style="list-style-type: none"> • Diversity Discussion- Race, Culture, & Ethnicity 	
Week 6	Sept. 28	Diversity Materials	<ul style="list-style-type: none"> • Diversity Discussion- ELLs 	Reading Reflection Chapter 5 & 6 CS (Submit together in one assignment)
	Sept. 30	Chapter 3 (DIS)- Knowing the Learner Chapter 11 (CS)- Cases on Immigrant Status	<ul style="list-style-type: none"> • Diversity Discussion- ELLs • Discussion of DIS Chapter 3 • Review Pre-Assessment Strategies Expectations 	3-2-1 Reflection: Chapter 3 DIS (due before class)
Week 7	Oct. 5	Diversity Materials Chapter 7 (CS) – Cases on Sex, Gender Identity and Gender Expression	<ul style="list-style-type: none"> • Diversity Discussion- Gender 	Reading Reflection Chapter 11 CS
	Oct. 7	Chapter 9 (CS)- Cases on Sexual Orientation	<ul style="list-style-type: none"> • Diversity Discussion- Gender 	

Week 8	Oct. 12	Chapter 4 (DIS)- Assessing the Learner	<ul style="list-style-type: none"> • Discussion of DIS Chapter 4 • Work time: Pre-assessment assignment 	<p>3-2-1 Reflection: Chapter 4 DIS (due before class)</p> <p>Reading Reflection Chapters 7 & 9 CS (Submit together in one assignment)</p>
	Oct. 14		<ul style="list-style-type: none"> • Discussion of DIS Chapter 4 • Work time: Pre-assessment Strategies • Diversity Project Discussions 	Pre-assessment Strategies (Blackboard and LiveText)
Week 9	October 19			
	NO CLASS			
	October 21	Diversity Materials Chapter 3 (CS)- Cases on Poverty and SES	<ul style="list-style-type: none"> • Diversity Discussion- Socioeconomic Status 	
Week 10	October 26		<ul style="list-style-type: none"> • Diversity Discussion- Socioeconomic Status • Review Six-Step Planning Model Assignment Expectations 	<p>Reading Reflection Chapter 3 CS</p> <p>3-2-1 Reflection: Chapter 5 DIS (due before class)</p>
	October 28	Chapter 5 (DIS)- Adjusting, Compacting, and Grouping	<ul style="list-style-type: none"> • Discussion of DIS Chapter 5 	Book Assignment
Week 11	November 2	Chapter 6 (DIS)- Instructional Strategies for Student Success	<ul style="list-style-type: none"> • Discussion of DIS Chapter 6 • Work time: Six- Step Planning Model 	3-2-1 Reflection: Chapter 6 DIS (due before class)

	November 4		<ul style="list-style-type: none"> • Work time: Diversity Projects • Work time: Six-Step Planning Model 	Six Step Planning Model (Blackboard and LiveText)
Week 12	November 9	Chapter 4 (CS) – Cases on Religion	<ul style="list-style-type: none"> • Diversity Discussion - Religion • Review Final Project Expectations 	
	November 11	Chapter 8 (CS)- Cases on (Dis)ability	<ul style="list-style-type: none"> • Diversity Discussion- Teaching Situations • Review Reflection of Self Expectations 	Reading Reflection Chapters 4 & 8 CS (Submit together in one assignment)
Week 13	November 16		<ul style="list-style-type: none"> • Diversity Project Presentations • 	Diversity Project
	November 18		<ul style="list-style-type: none"> • Diversity Project Presentations • Course Material Catch-up Day 	
Week 14	November 23	Chapter 7 (DIS)- Curriculum Approaches for Differentiated Classrooms	<ul style="list-style-type: none"> • Work time: Reflection of Self • 	Reflection of Self (Blackboard and LiveText)
	November 25	NO CLASS		
Week 16	December 7	Chapter 8 (DIS)- Putting It All Together in Your Differentiated Classroom	<ul style="list-style-type: none"> • Discussion of DIS Chapter 7 • Discussion of Chapter 8 • Work time: Final Project • Final Exam Review 	3-2-1 Reflection: Chapter 7 DIS (due before class)

	December 9		<ul style="list-style-type: none"> • Work time: Final Project • Final Exam Review 	
Week 17	December 14		Course Reflection and Feedback Final Exam: Final Exam: Tuesday, December 14 th 10:30-12:30	Differentiation for the Diverse Learner Final Project (Blackboard and LiveText) **Due Tuesday @ 11:59 p.m.**

*Textbook Abbreviations:

DIS = *Differentiated Instruction Strategies* by Gregory, G.H. & Chapman, C.

CS = *Case Studies on Diversity and Social Justice Education* by Gorski, P.C. & Pothini, S. G.

The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Time Commitment Expectations

Students in this course are expected to spend time engaged formally with the course material as well as informally out of class. For this course, the following table outlines the time commitment expected for the course.

Hours of Instruction

Classroom: 45 hours

Subtotal: 45 hours

Hours of Student Work Outside of Class

Classroom Preparation: 35 hours

- 15 hours DIS reading and writing assignments
- 20 hours CS reading and writing assignments

Exam Study: 3 hours

Projects (Research/Papers/Presentations): 52 hours

- 12 hours Diversity Project
- 10 hours Positive Climate
- 9 hours Pre-assessment
- 9 hours Six-Step Model
- 4 hours Reflection of Self
- 8 hours Final Project

Subtotal: 90 hours

Total Hours: 135 hours