Instructor: Maria Miel Iles, Ms.Ed.  
Office: EDU 379  
Contact: Email: Iles@coedu.usf.edu  
Observations: www.coedu.usf.edu/observations  
Phone: 813-974-9466 (shared voicemail, Email is better!)  

Office Hours: Monday: 12:00 Noon to 2:00 pm, or by appointment  

Class meeting times: Monday 10:00 – 11:50 am  
Friday 11:00 - 11:50 am in EDU 347  

REQUIRED TEXTS & MATERIALS  
*Exploring Diversity: A video Case Approach* Stephen Kroeger and Anne Bauer. If you purchase used books, make sure to procure the CD “Culturally Responsive Teaching” and the DVD “Critical Issues in Multicultural Education” which were originally packaged with the books. These can be bought separately.  

SUGGESTED MATERIALS & RESOURCES  
*Elements of Style, Strunk & White*  
For the guidelines on written work  

Books for Thought, 10910 56th Street North, Tampa 813-988-6363.  
Directions: Fowler to 56th street; right on 56th to Temple Terrace Plaza just past the Outback Steakhouse and before you get to the next light at Whiteway. The store is on the right (west side), south end of the plaza, green awnings, near the stairs and coin laundry.  

Computer Labs in EDU 159 and EDU 320; you will need your student ID.  

My USF (Blackboard) If you have not signed up, go to: https://my.usf.edu  

COURSE DESCRIPTION  
The course goal is to deepen our understanding and appreciation of ways in which diversity has shaped American culture, social thought, social institutions, and intergroup relations. Race, ethnicity, social class, gender, religion, and language are categories that include all groups and individuals. The primary focus of this course is to provide a realistic view of the opportunities and challenges faced by educators, especially classroom teachers, when addressing the needs of the diverse student population in the schools. The people of the United States participate in a dynamic society that is constantly changing. Therefore, it is imperative that educators are prepared who are willing to make an effort to understand themselves and the students they are to teach, educators who can provide an equal education opportunity that leads to full participation in this society for all of its members.  

Course Goals and Objectives:  
  1. To develop a working understanding of the term “diversity” as it is used in the context of American society and schools and to actively inquire into the history and nature of this diversity as it is now manifest in the school population in the United States.
2. To consider the ways in which student diversity impacts access to schools, education outcomes, teacher practice, student achievement and curriculum and instruction in the K-12 school system.

3. To identify and critically analyze the relationship between schools and the communities they serve with respect to educational access and outcomes; to apply critical thinking and practice to the diverse needs/expectations of students, and the needs/expectations of parents, educators, and other members of the society.

4. To actively listen and observe in schools and classrooms; to begin to formulate a personal philosophy of teaching and learning and to begin to develop a repertoire of professional teaching practices that will be effective in teaching a diverse population of students.

5. To assist the student in meeting his/her personal and professional needs/goals in pursuing knowledge through the various components of the course and in making an informed decision regarding a career in teaching.

**ASSIGNMENTS - Late assignments can not be accepted!**

Six (6) Text Questions on the case studies in Affirming Diversity. Answers will demonstrate critical thought and be 2-3 pages in length.

Four (4) Video Case Studies based on Questions for Consideration in Exploring Diversity regarding Culturally Responsive Teaching CD. Studies are to be 1-2 pages in length.

Fifteen (15) Hours of Field Experience observing in assigned schools.

Three (3) Observations Reports related to your field experience. The Guidelines and Directions are given in the Field Experience syllabus.

One (1) Cooperative Group Activity: The guidelines and forms for individual and group participation and products from this activity will be provided when groups are assigned.

Nine (9) Online Quizzes will be available on Blackboard the day of class from 12:01am - 12:00 midnight.

Attendance and Participation is evaluated by the A&P Cards submitted at the end of each class.

**GRADING PROCEDURES**

The final course grade will be based on points earned. Written assignments will be graded for content and quality of written expression (style, grammar and spelling); oral presentations will be graded on the rubric provided.

Six (6) Text Questions: 6 answers @ 25 points each = 150 points maximum

Four (4) Video Case Studies @ 25 points each = 100 points

Fifteen (15) Hours of Observations in 2 assigned schools = 100 points

Three (3) Observation Reports @ 75 points each = 225

One (1) Cooperative Group Activity: 1 group @ 150 points = 150 points

Nine (9) Online Quizzes @ 15 points each = 135 points

Attendance and Participation 14 class meetings @ 10 points each = 140

Total points = 1000

A ≥ 950 ; B = 875- 949; C = 775 – 874; D = 700 – 774; F < 700 (+/- grades may be awarded at the discretion of the instructor)
NOTICES

1. No course grade will be given until the Field Experience observation hours (15) have been verified. The only acceptable verification is the completed and signed card. Extra and replacement cards are available outside of EDU 381. If hours are not completed by due date on syllabus, schools will not generally allow observers again until the next semester. If, for some reason you are unable to complete your hours during the current semester but have successfully met all other requirements for the course, you may request an I (Incomplete) grade until the hours are verified. If you have not met other requirements for the course you will receive a course grade of F.

2. Students who have special needs are asked to make these known to the instructor by presenting a letter from the Student Services office. This should be done during the first week of class.

3. Students who expect to miss class for observance of religious holidays please inform the instructor in advance; work due on the day missed should be submitted early when possible.

4. Be sure to check at Blackboard frequently for announcements, class notes, updates of assignments, and for opportunities to earn bonus points.

5. The software program, Safe Assignment, may be used on student papers to detect plagiarism.