Emporia State University
Department of Early Childhood/Elementary Teacher Education
EL 310 Adapting Curriculum for Diverse Learners
Spring 2011

Instructor: Joyce Clark
jclark5@emporia.edu

Course Location: Web Course – Two Credit Hours

Contact Phone: (816) 261-0595

Communication with Instructor: Email is the preferred method of communication with
the instructor, but students may telephone if needed. As the
instructor supervises student teachers and may not be able to
answer calls, students may leave voice messages with questions or
concerns. The instructor does not have access to a fax machine.


Course Description: This course is an introduction for the pre-service teacher to the
various tasks of classroom management. The focus will be on:
preventing problems from occurring in the classroom, supporting
the positive things that are happening, and taking some corrective
action when needed.

Academic Honesty Statement: Academic dishonesty, a basis for disciplinary action
includes but is not limited to, activities such as cheating and
plagiarism (presenting as one’s own the intellectual or creative
accomplishments of another without giving credit to the source or
sources). If academic dishonesty should occur in this course, the
policy stated in the ESU Handbook will be applied which includes a
report of the incident of unethical behavior to the Chair of the
Education Department. The student will receive no credit for the
assignment.

Accommodations Policy: Emporia State University will make reasonable
accommodations for persons with documented disabilities.
Students need to contact the Director of Disability Services and the
professor for this class as early in the semester as possible to
ensure that classroom and academic accommodations are implemented in a timely fashion. All communications between students, the Office of Disability Services, and the professor will be strictly confidential. To reach the office, contact: 242 SE Morse Hall, 620-341-6637 Voice, 620-341-6646 TTY, or via e-mail disabser@emporia.edu.

Conceptual Frameworks:

Proficiency 1: Provides Service to Society.
A. Candidates exhibit knowledge of
   1) characteristics of diverse learners.
   2) legal issues and ethical standards that apply to sound educational practices.
   3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
C. Candidates exhibit dispositions that exemplify
   1) professionalism and ethical standards.
   2) respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge.
B. Candidates demonstrate practical ability to
   2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
C. Candidates exhibit dispositions that exemplify
   1) a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
Proficiency 4: Responds to Uncertainty and Change.
A. Candidates exhibit knowledge of
3) various instructional strategies that can be used to meet the needs and learning styles of individual students.
C. Candidates exhibit dispositions that exemplify
1) a commitment to challenge all students to learn and to help every child to succeed.
2) an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection.
C. Candidates exhibit dispositions that exemplify
2) a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.

Proficiency 6: Belongs to Professional Community.
B. Candidates demonstrate practical ability to
1) respond respectfully to ideas and views of others.

Course Outcomes:

<table>
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<tr>
<th>Kansas Standards</th>
<th>Course Outcomes</th>
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<tr>
<td>Professional 3.P.2, 3.P.5, 3.P.6, 3.P.7</td>
<td>The students will identify basic principles for including diversity in classroom design.</td>
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<tr>
<td>Professional 3.P.5</td>
<td>The students will demonstrate understanding of diversity implications in parent/family issues such as parent/teacher conferences, use of translators, the educator as an authority figure, and school/teacher communication with families.</td>
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<tr>
<td>Professional 3.K.2, K.6, 7.K6, 7.P.2</td>
<td>The students will identify and analyze typical points of conflict along the path to cultural fluency.</td>
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<tr>
<td>Professional 3.K.2, K.6, 7.K.6, 7.P.2</td>
<td>The students will be able to base pedagogical principles in serving children whose first language is not English.</td>
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<tr>
<td>Professional 3.P.5</td>
<td>The students will be able to communicate the difference in integration of diversity topics and &quot;tokenism&quot;.</td>
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<tr>
<td>Professional 3.P.1, 2.K.3</td>
<td>The students will demonstrate understanding of how developmental levels relate to choosing diversity topics for the curriculum.</td>
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<tr>
<td>Professional 3.K.2, 10.K.2, K.6, 4.K.1</td>
<td>The students will identify the effects of socioeconomic status and rural/urban differences on children.</td>
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<tr>
<td>Professional 3.P.6, K.6 4.K.1</td>
<td>The students will apply strategies for analyzing their own cultural identity and reflect on the positive and negative implications this may have for their classroom.</td>
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</tbody>
</table>
The students will demonstrate understanding of the influences the entire school environment may have on diversity issues.

The students will analyze the influence of community cultural issues and tensions on classroom and school climate.

The students will demonstrate understanding of religious diversity that exists in classroom and the necessity of freedom of conscience/belief.

The student will demonstrate understanding of the characteristics of children who have the most commonly occurring disabilities in the general population.

The student will demonstrate understanding of how a child with disabilities can impact the family, the school and his or her own learning.

The student will demonstrate understanding of IDEA legislation and its impact on the educational setting including the IEP process, teaming, and the role of the classroom teacher.

The students will demonstrate understanding of the rights and responsibilities of schools and families in the educational setting.

The students will demonstrate understanding of how to facilitate transitions from one program level to another for children with special needs.

The students will demonstrate understanding of inclusion as it is practiced in the educational setting.

The students will demonstrate understanding of collaboration.

Course Evaluation:

Grades will be calculated from points received for student work associated with the activities of each lesson. Activity expectations are provided in each lesson including quizzes and written assignments.

95-100% = A  87-89% = B+  77-79% = C+  67-69% = D+  Below 60% = F
90-94% = A-  83-86% = B  73-76% = C  63-66% = D
80-82% = B-  70-72% = C-  60-62% = D-

Graded Work: As individuals seeking to educate children, we are held to a higher expectation. Proper writing skills are expected in written assignments, including spelling, punctuation, grammar, and sentence structure. Points will be deducted for errors in written communication.

Note: All written and verbal assignments will be evaluated on PERSON FIRST LANGUAGE. Points will be deducted if person first is not utilized.

Late Work: Assignments are expected on the due date. Two points per day will be deducted for late work, with assignments not accepted after 5 days. “Late” is considered anytime after 11:59 p.m. on the date the assignment is due. In the event that an emergency or circumstances
beyond the control of the student occurs, the student must contact the instructor as soon as possible for special consideration.

**Course Tentative Schedule:**

For detailed information on assignments, see ASSIGNMENTS as they become available on Blackboard. See below for the assignment timeline.

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**COURSE CONTENT EL310**  
**Adapting Curriculum for Diverse Learners**  
**Spring 2011**

For detailed information on assignments, see ASSIGNMENTS on Blackboard as they become available. The Family Origins, Interview, and Simulation assignment guidelines are posted from the beginning of class to enable you to get an early start on those assignments.

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<th>Session</th>
<th>Dates</th>
<th>Reading</th>
<th>Assignments</th>
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| 1       | January 12-16 | People First Language  
*See ASSIGNMENTS on Blackboard.  
Web Reading URLs  
http://www.csun.edu/~ffrc/person1st.html  
http://www.cloudnet.com/~edrbsass/edpeoplefirst.htm | Post your introduction to Blackboard via Discussion Board.  
People First Assignment due Sunday, January 16, 11:59 p.m. |
| 2       | January 17-23 | Woods Text Chapter 1                                                   | Weekly chapter assignment due Sunday, January 23, 11:59 p.m. |
| 3       | January 24-30 | Woods Chapter 2                                                         | Weekly chapter assignment due Sunday, January 30, 11:59 p.m. |
| 4       | Jan 31- Feb 6 | Woods Chapter 3  
Family Origin Paper Due                                                  | Weekly chapter assignment AND Family Origins assignments due Sunday, February 6, 11:59 p.m. |
| 5       | February 7-13 | Woods Chapter 4                                                         | Weekly chapter assignment due Sunday, February 13, 11:59 p.m. |
| 6       | February 14-20| **Test** over Chapters 1-4 in Woods Text  
Students can take the test anytime between Friday, February 18, 6:00 a.m. and Saturday, February 19, 11:59 p.m. It will be available on Blackboard to complete during that time only. Make your plans accordingly to complete the test. | Test completion is due by February 19, 11:59 p.m. |
<p>| 7       | February 21-27| Woods Chapter 5                                                         | Weekly chapter                                     |</p>
<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
<th>Deadlines</th>
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<tr>
<td>8</td>
<td>Feb 28- Mar 6</td>
<td>Woods Chapter 6</td>
<td>Weekly chapter assignment due Sunday, March 6, 11:59 p.m.</td>
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<tr>
<td>9</td>
<td>March 7-13</td>
<td>Woods Chapter 7 Simulation Assignment</td>
<td>Weekly assignment AND Simulation Assignment due Sunday March 13, 11:59 p.m.</td>
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<tr>
<td>10</td>
<td>March 14-20</td>
<td>Woods Chapter 8</td>
<td>Weekly assignment due Sunday, March 20, 11:59 p.m.</td>
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<td>March 21-27</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>11</td>
<td>Mar 28-Apr 3</td>
<td>Test over Chapters 5-8 Test will be available Friday, April 1, 6:00 a.m. until Saturday, April 2, 11:59 p.m. Please plan accordingly.</td>
<td>Test due Saturday, April 2, by 11:59 p.m.</td>
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<tr>
<td>12</td>
<td>April 4-10</td>
<td>Chapter 9</td>
<td>Weekly chapter assignment due Sunday, April 10, 11:59 p.m.</td>
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<tr>
<td>13</td>
<td>April 11-17</td>
<td>Chapter 10 Interview Assignment</td>
<td>Weekly chapter assignment AND Interview paper due Sunday, April 17, 11:59 p.m.</td>
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<tr>
<td>14</td>
<td>April 18-24</td>
<td>Chapter 11</td>
<td>Weekly chapter assignment due Monday, April 25, 11:59 p.m. (Because of Easter)</td>
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<tr>
<td>15</td>
<td>April 25-May 1</td>
<td>Chapter 12-13</td>
<td>Weekly chapter assignment due Sunday, May 1, 11:59 p.m.</td>
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<tr>
<td>16</td>
<td>May 2-6</td>
<td><strong>Final Exam</strong> due Friday, May 6, 11:59 p.m.</td>
<td>CLASS ENDS FRIDAY, May 6</td>
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Course completed. No assignments during finals week.