

**Peru State College
School of Education
EDUC 255 – Differentiating for the Diverse Learner (Online)
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: Online, Term I

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, the learner should 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 via Blackboard and to complete all assigned work. Assigned work includes readings and reflections, discussion boards, and projects which emphasize the areas of differentiation and diversity in the classroom.

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.

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.

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.

Assessment and Grading

Course Assignments

Reading Reflections (5 @ 24 pts each = 120 pts)

Due Weeks 1, 3, 4, 5, 6

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. The articles are centered on similar topics of diversity. For this assignment, you will be asked to read selected narratives in each chapter as well as an article on the topics 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 week’s assignment, you will...

1. Choose two case studies to respond to from the required chapter readings. (6 pts each)
2. Choose one article to respond to from the Blackboard article choices. (6 pts)
3. In three double-spaced 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 or the article title and author.
 2. Label each step that you are addressing in your reflection (Example: Step 1. Identify Biases and Inequities).
4. As a conclusion to your reflection to the week’s topic (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. (6 pts)

Please do NOT write more than three double-spaced pages. 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)

Weeks 1 and 8 Posts (2 @ 10 pts each = 20 pts)

Due Weeks 1, 8 (Wednesday)

You will contribute to a group post in two weeks in the semester: Week 1 and Week 8. The Week 1 post will be used to introduce yourself to me and your classmates through the Google Doc Slide. You should include how you would like to be addressed, your education major, and some information about you. It would be great if you could share a picture of yourself, but it is not a necessity. Link: <https://bit.ly/37NIIWW>

The Week 8 discussion board post will be used to share your final thoughts for the term. Week 8's post is due by Wednesday and does not require a peer posting. Your discussion board title should include your name. Standard academic English grammar, usage, and mechanics are expected. (Course Outcomes: 4, 7, 8)

Demographics Project (50 pts)

Due Week 2

For this project, students will choose one school to research. This might be a school you have done a practicum in, attended as a student, have a child attending, or a school for which you are interested in teaching. (Course Outcomes: 2, 3, 5, 7, 8)

1. Find the school or school district on the Nebraska Department of Education website using the provided web link. <https://nep.education.ne.gov/>
2. Look at the demographics information about the school or school district. Concentrate on items such as trends in number of students, free/reduced lunch rates, education level of teachers, race/ethnicity of teachers and students, and percentage of English language learners.
3. Find the test data (statewide assessment data) for a specific grade level and subject area. ELA and math (and science in grades 5, 8, and 11). NOTE: Due to changes in NSCAS testing due to COVID, you will need to change the date in the upper left to the 2018-2019 school year or earlier to access test data.
4. Study the charts and the data.
5. Draw **three** conclusions from the data (demographics and statewide assessment). Limit your conclusions to the data you found rather than adding in other resources or personal knowledge.
6. Write a report and conclusion about the data you found (2-4 pages, double-spaced, 12-point font, standard margins). Include in your report:
 - a. School/grade level/subject area and academic year that you concentrated on
 - b. Summary of demographics
 - c. Summary of test data with at least 2 subgroups (disaggregated data)
 - d. Three conclusions supported with evidence from the demographic and test data
 - e. Speculations about how each of these conclusions would impact a classroom that you were teaching in. Make connections between the demographics, the test data, and your conclusions.
7. Proofread to check for APA, grammar, usage, and mechanics. If not correct, there could be point deductions.
8. Submit the project through the assignment link.

9. This project is worth 50 points:
 - a. Summary of demographics: 1-2 paragraphs (5 points)
 - b. Summary of test data: 1-2 paragraphs (5 points)
 - c. Three distinct conclusions with data evidence for each (10 points for each separate conclusion backed by data.)
 - d. Potential connections and impact of the conclusions on your classroom: How would your three conclusions affect teaching or learning at the school? (10 points)

Positive Climate for Learning (16 pts)

Due Week 2

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 Week 2 Assignments in Blackboard for 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

Bias in Textbooks Project (50 pts)

Due Week 3

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. Children's books are acceptable to select, even if they may be below the level that you intend to

teach. In your essay of between 2-4 double-spaced pages, make sure to include titles, authors and publication dates. (Course Outcomes: 2, 3, 4, 5, 6, 8)

To complete this project:

1. Choose two different types of diversity to concentrate on.
2. Choose two books (textbooks, chapter books, picture books – any books!) that demonstrate the diversity topic.
3. Write an evaluation of your two book selections, covering the following topics:
 - a. Short description of how you chose the books and how they relate to your teaching goals/license/grade area. (10 points)
 - b. Short summary of book 1 that addresses the diversity topic. (5 points)
 - c. Explanation of how book 1 could be used in your classroom. (10 points)
 - d. Short summary of book 2 that addresses the diversity topic. (5 points)
 - e. Explanation of how book 2 could be used in your classroom. (10 points)
 - f. Any concerns with using the books in your classroom and how to alleviate those concerns. (10 points)

Note: The explanation of how you could use the book in your classroom must go beyond “reading them”. Explain the activities, discussions, connections to curriculum or other ways of using the books.

Pre-Assessment Strategies (20 pts)

Due Week 4

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 Week 4 Assignments in 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)

Due Week 5

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 Week 5 Assignments in 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)

Due Week 6

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 Week 6 Assignments in 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)

Due Week 7

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 Week 7 Assignments for final project guidelines and grading rubrics. (Course Outcomes: 1, 2, 3, 4, 5, 6, 7, 8)

Final Exam (50 pts)

Due Week 8 (Thursday)

Students will complete the final exam through Blackboard. The assignment opens on Sunday and is available through Thursday at midnight. This is a practical application of the terms, concepts, and ideas from throughout this course focused on differentiation and diversity. Assignments will be checked for plagiarism using SafeAssign. Guidelines, grading expectations, and a sample are found in Week 8 assignments. (Course Outcomes: 2, 3, 4, 5, 6, 7, 8)

Assignment	Points	Course Outcomes
Reading Reflections	120	1, 2, 3, 6, 8
Week 1 and 8 Posts	20	4, 7, 8
Demographics Project	50	2, 3, 5, 7, 8
Positive Climate for Learning	16	2, 3, 4, 5, 6, 7, 8
Bias in Textbooks	50	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	50	2, 3, 4, 5, 6, 7, 8

Total Points: **423**

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.

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 Online

Week Mon-Sun	Topic	Readings/Textbook*	Assignment
Week 1 August 23 – August 29	Introduction Family involvement/poverty	DIS Chapter 1 CS Chapter 2 CS Chapter 3	Introduction Post on Google Docs Slide (10 pts) Due by Wednesday, 11:59 pm, CST

	Introduction of final project components	Articles: Family involvement/poverty	Reading Reflection (CS Chapter 3 and article) (24 pts) Due by Sunday, 11:59 pm, CST Read the syllabus, introduction materials, and course/ final project overview
Week 2 August 30 – September 5	Positive Climate for Learning Demographics of Nebraska schools	DIS Chapter 2 DIS Chapter 3 NDE Website for Demographics Project	Positive Climate for Learning (16 pts) Demographics Project (50 pts) All Due by Sunday, 11:59 pm, CST
Week 3 September 6 -September 12 (Labor Day)	Gender Issues	CS Chapter 7 CS Chapter 9 Articles: Gender	Bias in Textbooks Project (50 pts) Reading Reflection (CS Chapter 7 & 9 and article) (24 pts) All Due by Sunday, 11:59 pm, CST
Week 4 September 13 -September 19	Differentiation Assessments	DIS Chapter 4 CS Chapter 8 CS Chapter 10 Articles: Differentiation	Pre-assessment Strategies (20 points) Reading Reflection (CS Chapter 8 & 10 and article) (24 pts) All Due by Sunday, 11:59 pm, CST
Week 5 September 20 -September 26	Race/Culture Six-Step Planning Model (Lesson Plan)	DIS Chapter 5 CS Chapter 5 CS Chapter 6 Articles: Race & Culture	Six-Step Planning Model Lesson Plan (15 pts) Reading Reflection (CS Chapter 5 & 6 and article) (24 pts) All Due by Sunday, 11:59 pm, CST
Week 6 September 27 – October 3	What is diversity? Who am I as a teacher?	DIS Chapter 6 CS Chapter 4 CS Chapter 11 Articles: Diversity	Reflection of Self (12 pts) Reading Reflection (CS Chapter 4 & 11 and article) (24 pts) All Due by Sunday, 11:59 pm, CST
Week 7 October 4 – October 10	Bringing it All Together	DIS Chapter 7 & 8	Differentiation for the Diverse Learner Final Project (70 pts) Due by Sunday, 11:59 pm, CST
Week 8 October 11 – October 17	Overview of Lessons		Week 8 final post (10 pts) Due by Wednesday, 11:59 pm, CST

			Application-based Final Exam (50 pts) Due by Thursday, 11:59 pm, CST
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*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.

Online Course: EDUC 255

Hours of Instruction

Online Engagement Activities (Video lecture/Supplemental Materials): 10 hours

Subtotal: 10 hours

Hours of Student Work Outside of Class Clock Hours

Required Discussions: 3 hours

Classroom Preparation (Readings/Practice/Assignments):

25 hours textbook reading

25 hours article assignments

Take-Home Exams: 8 hours

Projects (Research/Papers): 61 hours

15 hours Bias in Textbooks

9 hours Demographics

10 hours Positive Climate

9 hours Pre-assessment

9 hours Six-Step Model

4 hours Reflection of Self

8 hours Final Project

Subtotal: 125 hours

Total Hours: 135 hours