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**University of South Carolina**  
**College of Education**  
**Department of Instruction & Teacher Education**  
**Course Syllabus**  
**EDCS 720 – Introduction to Diversity and the Curriculum**  
**Summer 2021**  
**5/10-6/20/21**

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**I. Descriptive Information**

- A. Course number and title: EDCS 720 – Introduction to Diversity and the Curriculum  
C. Course credit: Three graduate hours  
D. Prerequisite: Admission to Graduate School  
E. Instructor: Dr. Leslie Etienne  
Email: [etiennel@mailbox.sc.edu](mailto:etiennel@mailbox.sc.edu)

**II. Statement of Course Overview and Learning Outcomes**

The course is intended to introduce students to and/or further students' knowledge of complexities in the classroom as they relate to overall society. The course will assist in the basic exploration of the knowledge and skills essential to analysing curriculum theory and design, which is key to implementing and evaluating school based curricula.

Learning Outcomes: The student will:

- deconstruct interpretive frameworks in a general educational setting;
- identify the relationship of the frameworks to human diversity; and
- analyze the impact of the noted relationships upon established curricula.

**III. Required Texts**

No book required. Course Readings are provided for you and can be found in the corresponding Modules. Your access begins at the start of each module, so they generally open up Sundays at 12 am.

#### IV. Assignment Guidelines

Critical Reading: The work we will be doing depends on reading interactively as you consider and reconsider texts. This involves bringing questions to think about while you read a text and working to locate what you read in the context of the larger literature on education and your own emerging conceptual framework for understanding education. The following are questions to consider when you read:

- ***What is the author trying to say?*** What are the author's principal and subsidiary arguments or theses? What are the important conceptual terms? What do the author's assumptions seem to be? What sorts of evidence and methods are used? What specific passages support your interpretation? What are the strengths and weaknesses of the author's argument?
- ***How has the author constructed the text?*** Are there patterns in the author's presentation that give you insights into the argument?
- ***What is the author's purpose?*** Who is the author? Why was this work written? To whom was the author speaking and why?
- ***What are your purposes in reading this?*** Consider the text's functions within the course, its connection to your own experiences and interest, and its location in the literature.
- ***How do your own values and experiences shape your response to the text?***
- ***How do the author's arguments fit within various communities of discourse?*** How is this piece connected to the efforts of others?

Analytical Writing: Writing plays a central role in graduate and doctoral work and in educational scholarship. It is the way we develop ideas and communicate them to others. In your analytical writing you will be making arguments and backing them up with evidence. This is what scholarly writing is all about. For more in-depth discussion of the nature of scholarly writing and the best ways to carry it out effectively, you are strongly encouraged to consult the following books:

- Booth, W.C. et. al. (2016). The Craft of Research (4<sup>th</sup> edition). Chicago: University of Chicago Press.
- Becker, H.S. (1988). Tricks of the Trade: How to Think about Research While You're Doing It. Chicago: University of Chicago Press.
- Szuchman, L.T. (2010). Writing with Style: APA Style Made Easy (5th Ed.). Belmont, CA: Wadsworth Group.
- Weston, A. (2018). A Rule Book for Arguments (5<sup>th</sup> edition). Indianapolis: Hackett Publishing.

Discussion: The norms for discussion in the class should lean towards creating a context in which people listen and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued.

## V. Course Assignments

### Critical Reflections

We will be using Blackboard as a medium for reflections about the readings and your reactions to and thoughts about them. This forum is intended to encourage thoughtful reading and writing, and provide you with an opportunity to try out ideas, sharpen your critical writing skills, and engage in focused conversation about texts and issues. During the term, each of you will be responsible for writing **4 (four)** reflections (400-500 words). In each reflection, you should make reflective and analytical responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. Critical reflections **SHOULD NOT** summarize the readings. Regarding what readings to choose, you may use one that resonates, or you may engage an amalgam of the material assigned for the week the reflection is due. This is a considerable portion of your work in this course as we are not utilizing a discussion board. These reflections should be well thought out. The following questions may help guide your thinking when preparing critical reflections:

1. What concepts and/or events in the readings and class discussion(s) resonated with your own experiences as a student, professional, and/or learner?
2. What counts as evidence for the author's argument? What doesn't count? What perspectives did the readings fail to account for?
3. In what ways, if at all, have the readings for this week challenged your beliefs about and attitudes toward schooling, teaching, curriculum, communities, and students?
4. In what ways, if at all, have the readings for this week enhanced or advanced your thinking and understanding about what is necessary and sufficient for effective teaching?

*Be sure to note the title of the text(s) and the author(s) you cited and drew upon at the beginning of your reflection.*

**Reflections need to be posted on Blackboard by 11:59PM Sunday, the last day of the respective module. Dues Dates: May 16, 23, 30, and June 6**

### Cultural Autobiography

You will be expected to write about the cultural experiences and social identities that have made you the person you are today. You will explore and identify how multiple cultural constructs have advantaged and disadvantaged you in your development. The purpose of this assignment is to initiate reflection about your cultural and social identities and experiences according to the themes we discuss in this course. The autobiography will provide you a means to examine critical incidents in your own life and to begin to consider how these experiences are shaping your own philosophy of education; your images of teaching and curriculum; and your decision to be an education professional. *An assignment handout is posted on Blackboard under the "Assignments" tab. DUE: MAY 30*

### Socratic Slides Exercise

You are to think about the reading that I have provided and your reaction and thoughts about it. Then you will create PDF "Slides" that will examine a definition or claim from the reading and share it as a link in the Discussion Board area of our class page. Your slides presentation is limited to a maximum of 5-8 slides, so use your space wisely. Your slides must examine the definition or claim in the following manner:

- Pose a question about a definition or claim.

- Answer your question. Why would someone make this assumption?
- Where do you find evidence for that in the text?
- What can we do with our understanding of this? How does this fit with what we have learned before?
- What other important issues and/or questions does this lead to?

You are encouraged to include hyperlinks to videos, photos, illustrations, blogs, tweets and other forms of social media. So make it as creative and interactive as possible.

Here is a step by step guide to how to do the assignment:

1. Do a first draft
2. Place said first draft in the trash because it's terrible and yes, I am judging you.
3. Watch the video and consider me as the character Bruce Dickinson (Played by Christopher Walken) <https://www.youtube.com/watch?v=cVsQLlk-T0s>
4. You're welcome
5. Now complete your second draft, which will be excellent.  
BE CREATIVE AS POSSIBLE!

**DUE: JUNE 13**

### **Final Project**

This project will be completed in consultation with the professor. This project will either be connected to helping you identify a research focus or an issue in your professional practice that requires some attention. **DUE: JUNE 20**

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## **VI. Grading**

1. Discussion Board Reflections and Responses - 20 pts
2. Cultural Autobiography – 25 pts
3. Socratic Slides – 25 pts
4. Final Project - 30

A = 100-93	C = 81-78
B+ = 92-89	D+ = 77-74
B = 88-86	D = 73-70
C+ = 85-82	F = 69-0

## **VII. Administrative Course Requirements**

1. Written assignments should be typed, double-spaced, free of spelling and grammatical errors, completed within the suggested page length, attentive to the criteria, and submitted by the due date unless other arrangements have been made.

2. Assignments including information from other sources should include proper documentation using APA or other appropriate style as your discipline dictates.

## VIII. Policies

### Late Assignments

Students are expected to meet assignment deadlines. Any work submitted after its due date will be considered late. Late assignments will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due by 11:59PM on the due date.

### Academic Honesty

University policy regarding academic responsibility (*Student Affairs Policy STAF 6.25*) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course. More information regarding this policy can be found on the Office of Academic Integrity’s webpage at: <http://www.housing.sc.edu/academicintegrity/facfaq.html>

### Policies relating to students with disabilities

Students with disabilities are encouraged to contact the instructor to discuss any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must have certified eligibility through the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services at 777-6142 to make arrangements for appropriate accommodations.

### Written work

Writing proficiency is a minimum requirement for satisfactory completion of this course. If you know you have writing difficulties, see me as soon as possible, so we can discuss them, your goals for improvement, and how I can be helpful directly or how you can find assistance through The Writing Center (Room 014, Humanities Classroom Building, 777-2078, <http://www.cas.sc.edu/write/>). Please do not feel embarrassed about coming to me for help – assisting you is my job as your professor.

All written work for this course must follow APA 6<sup>th</sup> edition guidelines. Please edit your work carefully and check for spelling/typographical and grammar errors before turning it in.

## IX. Weekly Modules

Module/Date	Topics & Readings	Assignments Due
Module 1 May 10- 16	Defining Curriculum & Diversity Oliva, P. F., & Gordon II, W.R.	Reflection #1- post by May 16 11:59 pm

	<p>(2019). <i>Developing the curriculum (9<sup>th</sup> edition)</i>. Upper Saddle River, NJ: Pearson. <u>Chapter 1</u>: “Curriculum and Instruction Defined” (pp. 2-17).</p> <p>Banks, J. (2015). <i>Cultural Diversity &amp; Education (6<sup>th</sup> Edition)</i>. New York: Routledge. <u>Chapter 1</u>: “The Dimensions of Multicultural Education” (pp. 3-23).</p> <p>Darder, A. (2016). <i>Culture and Power in the Classroom</i>. New York: Routledge. <u>Chapter 2</u>: A Critical Theory of Cultural Democracy (pp. 24-44)</p>	
<p><b>Module 2</b></p> <p><b>May 17- 23</b></p>	<p><b>Implications of Race and Class in Education</b></p> <p>Gorski, P. (2012). Perceiving the problem of poverty and schooling: Deconstructing the class stereotypes that mis-shape education practice and policy. <i>Equity &amp; Excellence in Education</i>, 45(2), 302-319.</p> <p>Howard, T. (2010) <i>Why Race and Culture Matter in Schools: closing the achievement gap in America;s classrooms</i>. New York: Teachers College Press. <u>Chapter 1</u>: Developing cultural competence and racial awareness in classroom teachers (pp. 111-128)</p> <p>Pollock, M., Deckman, S., Mira, M., &amp; Shalaby, C. (2010). “But what can I do?”: Three necessary tensions in teaching teachers about race. <i>Journal of Teacher Education</i>, 61(3), 211-224.</p> <p>Nguyen, B, Noguera, P, Adkins, N, &amp; Teranishi, R (2019) <i>Ethnic Discipline Gap: Unseen Dimensions of Racial Disproportionality in School Discipline</i> <i>American Educational Research Journal</i>, Vol. 56, No. 5, pp. 1973–2003</p>	<p>Discussion Board Reflection #2- Post by May 23 11:59 pm</p>

<p><b>Module 3</b> <b>May 24-30</b></p>	<p><b>Linguicism and Cultural Responsivity</b></p> <p>Parris and Alim (2017) Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World Teachers College Press</p> <p>Boutte, G.S. (2013). Funga Alafia : Toward Welcoming, Understanding, and Respecting African American Speakers' Bilingualism and Biliteracy. <i>Equity &amp; Excellence in Education</i> 46(3), 300–314</p> <p>Brown, B.A. (2019). Science in the City: Culturally Relevant STEM Education. Cambridge. Harvard Education Press. <u>Chapter 3 Linguistic Relativity and Intelligent Misunderstandings</u></p> <p>Gabaldon, S (2009) <i>Rethinking multicultural education : teaching for racial and cultural justice</i>. Milwaukee, Wis. edited by Wayne Au. “My Mothers Spanish”</p>	<p>Discussion Board Reflection #3- Post by May 30 11:59 pm</p> <p><b>Cultural Autobiography due May 30 by 11:59 pm</b></p>
<p><b>Module 4</b> <b>May 31-June 6</b></p>	<p><b>Diversity in the Curriculum as Social Justice Praxis</b></p> <p>Gregory, A and Roberts, G (2017) Teacher Beliefs and the Overrepresentation of Black Students in Classroom Discipline.</p> <p>Goodman, D.J. (2011). <i>Promoting diversity and social justice (2<sup>nd</sup> edition)</i>. New York: Routledge. <u>Chapter 4</u>: “Understanding Resistance” (pp. 50-63); <u>Chapter 5</u>: “Addressing Resistance” (pp. 64-83); <u>Chapter 6</u>: “The Costs of Oppression to People from Privileged Groups” (pp. 84-100)</p>	<p>Discussion Board Reflection #4- Post by June 6 11:59 pm</p>

<b>Module 5</b> <b>June 7-13</b>	Focus on your Socratic Slides	<b>Socratic Slides Presentation due by 11:59 on June 13</b>
<b>Module 6</b> <b>June 14-20</b>	Focus on your Final Projects!!!	<b>Final Project due by June 20 11:59 pm</b> Complete the course evaluation