SERP 504
Cultural and Linguistic Diversity in Exceptional Learners

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Note: Students with disabilities who require reasonable accommodations to fully participate in course activities or to meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, send your letter of accommodation to the instructor as soon as possible.

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CATALOG DESCRIPTION

This course provides a theoretical base and practical approach to the study of special needs of students with language and cultural differences. Its underlying premise is the interface of bilingual education and special education. Graduate level requirements include in-depth paper(s) on aspects of current issues in the field.

PURPOSE OF THE COURSE

This course offers a theoretical base and practical approach to the study and teaching of exceptional learners from diverse backgrounds.
OBJECTIVES

Students will:

1) Generate their own definition of inclusive education and explore the multiple dimensions suggested by the concept.

2) Develop an understanding of the processes of cultural identification and development within the context of social justice and cross-cultural interactions.

3) Demonstrate competency (i.e., cultural competency) as a self-reflective and culturally aware community participant.

4) Analyze different models of cultural diversity so they may better understand and reflect on their own cultural orientations, and compare them to those of others to improve inter-group and intra-group interaction. (ST 1.1, ST 2.1, ST 7.5, ST 8.6 – State of Arizona Standards).

5) Assess the impact culture has on the teaching and learning of students from diverse backgrounds with special educational needs. (ST 1.2, ST 1.4, ST 2.4, ST 2.6, ST 8.5, ST 9.1).

6) Learn about the processes involved in second language acquisition in relation to first and second language development. (ST 8.2, ST 8.6)


8) Demonstrate an understanding of an “empowerment” theoretical framework (cultural/linguistic pedagogy, assessment and community/family participation) for students from diverse backgrounds in general and special education. (ST 7.3, ST 8.3, ST 8.6, ST 8.7, ST 8.9, ST 8.11). Elements of this framework include, but are not limited to, the following:

- Globalization, inclusive education, and their multiple dimensions
- Components and philosophies of bilingual/special/multicultural education and the development of culture competence
- The characteristics composing the interface of the fields of bilingual and special education
- Language development and second language acquisition
- Status, empowerment, language, and advocacy of minority students
- Psycho-cultural variables and constants
• Personal preparation and self-reflection for the professional to work effectively in multicultural settings, with children of immigrant parents, and in multicultural and multilingual populations and schools.

The full list of Arizona Standards is included in the section “Resources and Rubrics.”

Additionally, the following CEC Professional Standards will be addressed through coursework:

1. CC1K7: Family systems and the role of families in the education process.
2. CC1K8: Historical points of view and contribution of culturally diverse groups.
3. CC1K9: Impact of the dominant culture on shaping schools and the individuals who study and work in them.
4. CC1K10: Potential impact of differences in values, languages, and customs that can exist between the home and school.
5. CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
6. CC3K3: Variations in beliefs, traditions and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
7. CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
8. CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
9. CC5K8: Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.
10. CC5K9: Ways specific cultures are negatively stereotyped.
11. CC5K10: Strategies used by diverse populations to cope with a legacy of former and continuing racism.
12. CC5S1: Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
13. CC6K1: Effect of cultural and linguistic differences on growth and development.
14. CC6K2: Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
15. CC6K3: Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
16. CC9K1: Personal cultural biases and differences that affect one’s teaching.
17. CC9S6: Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
18. CC10K4: Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

MATERIALS
All course readings will be posted on the course D2L website. These include book chapters, journal articles, and other text listed on the Readings List accompanying this syllabus. The Course Timeline identifies each reading, the lesson with which it is associated, assignments, and due dates. Additional readings and resources may be posted as pertinent material becomes available. It is your responsibility to check D2L regularly to make sure you have all the material provided for each lesson. The D2L website is updated continually to reflect course readings and additional resources.

COURSE REQUIREMENTS/ASSIGNMENTS

University policies also require students to maintain professional communication styles within any written or verbal communication with the instructor. University policies are included at http://policy.web.arizona.edu/~policy/threaten.shtml

GUIDELINES FOR SUBMITTED WORK

1. Policies against plagiarism:

   All assignments submitted to the instructor must be the original work of the student and shall not have been submitted for credit in any other courses. Unless otherwise indicated by the instructor, all assignments are to be completed by individual students. DO NOT share a copy or plagiarize other student’s work.

   Code of Academic Integrity
   Students shall adhere to the Code of Academic Integrity as described in the General Catalog. The web site is: http://deanofstudents.arizona.edu/codeofacademicintegrity

   Additional helpful information about student policies and rules of conduct can be found at: http://w3.arizona.edu/~dos/uapolicies/

2. Due Dates

   All assignments must be completed and presented to the instructor on the date the assignment is DUE by uploading the assignment to the D2L course website PRIOR to that day’s class. Late papers will be accepted only under the most unusual and unavoidable circumstances and at the discretion of the instructor. Grades will be reduced to reflect any additional time required to complete the assignment.

3. Make-up Exams:

   Make up exams are given at the discretion of the instructors and only under the most unusual and unavoidable of circumstances.

4. Assignment Format
All written assignments must be completed using a standard word processing program (i.e., Word, Open Office, etc.). Before submitting any assignment (including discussion postings), reread your work to ensure that it reflects professional quality. Spelling and grammar checking programs should be used. Do not use abbreviations, letters, or other shortcuts that you might employ in your email or other personal online communication.

**ASSIGNMENTS**

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<tr>
<th>CORE REQUIREMENTS AT A GLANCE</th>
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<tr>
<td>Discussions (14 postings x 10 points)</td>
<td>= 140 points</td>
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<tr>
<td>Reader Response Log (5 response logs x 5 points)</td>
<td>= 25 points</td>
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<tr>
<td>Exam</td>
<td>= 100 points</td>
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<td>Cross-Cultural reflections/paper</td>
<td>= 75 points</td>
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<td>Final Paper/Presentation (85/15)</td>
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<td>= 440 POINTS</td>
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**Discussion questions:**

(14 posts on the discussion questions x 10 points = 140 points)

You are responsible for reading ALL articles for each week and posting your response to three of the four questions posted on the discussion board. You are also asked to post one comment per week based on your classmates response to one of the questions from the readings on the discussion board. Click on the "Discussion" on the blue menu bar. The guidelines for discussion are included in the Resources and Rubrics section of the course content area.

Each week students are expected to write a response to three of four discussion questions and to respond to at least one post from another student. Responses to the questions should synthesize and integrate information from the course readings rather than simply restating them. When references to other articles or materials are used to support posted comments, they should be cited in in APA format. Correct grammar, punctuation, and spelling are required. Download the Discussion rubric for the full explanation of the manner in which points are rewarded.

**GRADUATE READER RESPONSE LOGS** (5 articles x 5 points each = 25 points total)

Each graduate student will be expected to read five journal articles in addition to the core readings. These 5 articles should reflect the current status of educational services provided to exceptional learners from diverse backgrounds. It is suggested that you choose articles that can contribute to the development of your final graduate paper.

The responses should contain a bibliographic entry (including author(s), journal or book title, volume, page numbers) in APA format and should address the criteria listed below:
1) Timeliness = 1 point
2) Evidence of reflection/critical reading/analysis = 3 points
3) APA style and correct grammar = 1 point

Each reader response should be about 2 pages, but no longer than 3 pages, typed and double-spaced. Reader response logs should be analytical in nature; do not summarize. To repeat, it is suggested that you use articles that can be used and incorporated into your final paper.

The response log rubric and examples are provided in the Resources and Rubrics section under Course Content.

There is a free APA style tutorial online at www.apa.org. However, the book is a more complete resource which you will need for other classes as well.


Additional information regarding APA style can be found at: http://owl.english.purdue.edu/owl/resource/560/01 and http://isites.harvard.edu/icd/do?keyword=apa_exposed

Suggested articles can be found in multiple journals and you can refer to the NCCREST website: http://www.nccrest.org.

You can also access the UA library online to search for articles. Information about how to access the library is provided in the Orientation section of Course Content.

**CROSS-CULTURAL REFLECTIONS** (75 points)

The cross-cultural reflections can be integrated into your service learning project if you so choose. The objective of these reflections is to compare your personal background with that of another individual from a different cultural background and to reflect upon the similarities and differences.

These reflections will consist of three major parts: a) cultural autobiography, b) cultural biography, and c) cross-cultural reflections.

The **cultural autobiography** will be comprised of a 2-3 page typed, double-spaced paper that describes the following:

- Your family
- Your ethnic background
- Your language(s)
- Where you were born
- How you were raised
- What values and beliefs were taught to you as a child
• Any other pertinent information you would like to explore and share

The **cultural biography** will consist of you interviewing a person from a different culture than yours. You will need to develop a list of at least 10 questions to ask this person. Then you will write a 2-3 page typed, double-spaced paper that describes his/her experiences. The list of questions should be turned in with this paper.

The **cross-cultural reflection paper** will involve an analysis that compares and contrasts your cultural background and experiences with that of the other person you chose to interview. This paper should not be a mere summary. It should reflect upon any surprises, challenges, emotions that arose within you during the process. This reflective paper will be 2-3 pages typed and double-spaced. **First draft due 11/7.**

**GRADUATE FINAL PAPER & PRESENTATION – Benchmark Assignment** (100 points)

Your paper for this course will be focused on any one of the topics discussed in class and/or the core readings. You can also consult the instructor to discuss other appropriate or topics of interest to you. Recommended sources include any information/literature you can find on the topic (published, observed, surveyed, etc.) A minimum of seven bibliographic references or citations cited in APA style must be used. The papers should be around 10 pages typed double spaced with references.

PRESENTATION: Each student will prepare a 10-15 minute powerpoint presentation, with handouts, and a discussion question cover the information or content of their final paper. Students will do their individual class presentations the last two weeks of class either virtually or in class. The presentation schedule will be determined during the semester. The rubrics for the Final Paper and oral presentation are provided in the Resources and Rubrics section of the Content page.

**SCHEDULE**

DUE DATES FOR ALL ASSIGNMENTS CAN BE FOUND IN THE TIMELINE. Download this syllabus and the timeline so you have it available for frequent reference. The instructor of this course has the right to make adjustments as deemed necessary during the semester.

**GRADING CRITERIA:**

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<th>GRADE</th>
<th>PERCENTAGE REQUIRED</th>
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