

SYLLABUS

EDUC 3303

TEACHING IN DIVERSE CLASSROOMS

Department of Teaching and Learning



INSTRUCTOR INFORMATION

Instructor: Dr. Janet Martínez

Office: BMAIN 1.306

Office Hours: M 10:00am-12:00pm and T 10:00-11:00am. W-Th by appointment*

**Please feel free to send me an email if you would like to talk and we can agree on a convenient time for a phone call, virtual session, or a face-to-face meeting outside office hours.*

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Term: Summer I 2018

Course Delivery: Online

Response Time:

Generally, I will respond to emails within **48 hours** of receiving them. If I plan to be away from the office for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically between **7-14 days** following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

UNIVERSITY CATALOG DESCRIPTION AND PREREQUISITES

Examination of contemporary first and second language acquisition theories, research, instructional methods, technologies, and assessment of special populations of students in inclusive classrooms including English learners, gifted and talented students and students with disabilities. Includes emphasis on issues of equity, diversity and social justice for culturally and linguistically diverse student populations.

Prerequisites: Admission to the College of Education Teacher Preparation Program

COURSE INTRODUCTION¹

National demographic trends indicate an exponential growth in the cultural and linguistic diversity of the U.S. K-12 population. According to the National Center for Education Statistics, in the Fall of 2014, for the first time in U.S. schooling history, the majority of students had a racial/ethnic identification other than White. That same year, the number of students enrolled in special education courses numbered 6.6 million, or 13% of all public-school children, while almost 10%—4.6 million children—were English language learners. This course will introduce you to policies, practices, and programs impacting the education of culturally and linguistically diverse students in order to prepare you to work collaboratively with other educators and parents to cultivate more inclusive learning settings that address the needs of all students.

As a foundation for building inclusive learning settings, we will seek to develop a critical stance towards the ways in which social inequality affects schooling, and how schooling affects social inequalities. More and more we see educational policies developed to address social tensions, including zero tolerance policies, English-only schools, bans on ethnic studies, restrictive gender bathroom policies, among many others. To better understand the context in which we will be teaching, we will define and explore the relationship between culture, power, and difference in schools, especially in the development of programs serving culturally and linguistically diverse students. Specifically, you will examine how socially constructed categories (e.g. race, gender, sexual orientation, disability, language, etc.) are used to privilege some individuals and groups and marginalize others.

Additionally, you will identify the ways in which teachers influence the distribution of educational and social opportunities, whether they intend to or not. This means that teachers need to understand how their pedagogy and instructional strategies affect student achievement and life opportunities. We will achieve this goal by questioning the way things are in society and challenging our assumptions, biases, and stereotypes, and those of our colleagues.

Some key questions this course will explore include:

- In what ways do schools create, perpetuate, and exacerbate inequality?
- How do systems of privilege impact individual's opportunities for social and economic mobility?
- How do school programs for culturally and linguistically diverse students assist and hinder their learning and growth?
- How can teachers incorporate into their teaching the characteristics and assets of culturally and linguistically diverse students?

TEXTBOOK AND COURSE RESOURCES

REQUIRED TEXTS

Textbooks

- Gargiulo, R. M., & Bouck, E. C. (2017). *Special Education in Contemporary Society: An Introduction to Exceptionality (6 edition)*. Los Angeles: SAGE Publications, Inc.

- Adams, M. et. al. (2013). *Readings for Diversity and Social Justice (3rd edition)*. New York: Routledge.

Note: Earlier editions of the texts are acceptable. However, you are responsible for identifying and matching page numbers and other differences in the editions.

RECOMMENDED TEXTS & OTHER READINGS

The following text can be a companion to the topics and discussions in this class. You are not required to purchase these books.

- Howe, W. A., & Lisi, P. L. (2016). *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action (2 edition)*. Los Angeles: SAGE Publications, Inc.
- Echevarria, J., & Graves, A. (2014). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities (5 edition)*. Boston: Pearson.

Any additional readings from journals or book chapters will be posted on Blackboard to enhance your knowledge in this course.

COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

COLLEGE OF EDUCATION AND P-16 INTEGRATION STUDENT LEARNING OUTCOMES

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
 - a. This course is intended to build your knowledge of student diversity regarding culturally and linguistically diverse students. Subsequently, you will use this knowledge during your methods courses to build your instructional planning repertoire.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.
 - a. Asking questions, thinking critically, and well-informed discussion will be central in the learning space for this course, and as such we will work together to help you develop strong communication skills.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
 - a. In this course, we will explore how classroom teaching practices foster or hinder the learning and growth of culturally and linguistically diverse students. We will

also self-reflect on how teachers' attitudes influence the climate of respect and rapport with students.

4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
 - a. While assessment will be fully covered in subsequent teacher preparation courses, in this course you will be exposed to assessment specifically used with English language learners and students in special education programs.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.
 - a. In this course, we will consider how to bring students' funds of knowledge into the classroom along with incorporating their communities.

TEXAS PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES/STANDARDS

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

COURSE OBJECTIVES

Upon successful completion of this course, you will be able to:

1. Explain how school settings reproduce and reinforce systems of privilege and oppression.
2. Articulate a personal and teaching philosophy reflective of sustaining attitudes towards culturally and linguistically diverse learners and their inclusion in general education classrooms
3. Identify key characteristics of culturally and linguistically diverse learners and the programs and supports available to them (e.g. English language, special education, etc.)
4. Synthesize best practices in instructional planning and assessment for culturally and linguistically diverse student populations using contemporary technology.

MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes the alignment of course objectives to CEP student learning outcomes and state and national teacher education standards relevant to the course.

COURSE GUIDING QUESTIONS	CEP PROGRAM SLOs	TEXAS TEACHER EDUCATOR STANDARDS	INTASC STANDARDS	ISTE
CRITICAL STANCE ON SYSTEMS OF OPPRESSION IN SCHOOLS	3	II CLASSROOM ENVIRONMENT	STANDARD 2 LEARNING DIFFERENCES	2. LEADER
PERSONAL AND TEACHING PHILOSOPHY ON INCLUSIVE CLASSROOMS	3	II CLASSROOM ENVIRONMENT	STANDARD 2 LEARNING DIFFERENCES	2. LEADER
CHARACTERISTICS OF CLDs	1	II CLASSROOM ENVIRONMENT	STANDARD 2 LEARNING DIFFERENCES	1. LEARNER
BEST PRACTICES FOR TEACHING CLDs	1, 2	I INSTRUCTIONAL DESIGN, III STUDENT LEARNING	STANDARD 2 LEARNING DIFFERENCES	5. DESIGNER

TECHNICAL REQUIREMENTS

COMPUTER HARDWARE & SOFTWARE

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Software

Mozilla's [Firefox](#) (latest version; Macintosh or Windows)

Google [Chrome](#) (latest version; Macintosh or Windows)

Adobe's [Flash Player & Reader](#) plug-in (latest version)

Apple's [QuickTime](#) plug-in (latest version)

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications, especially word processing and electronic research, and have the ability to send and receive email attachments.

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

UTRGV's Blackboard Support:

Brownsville Campus

Location: Rusteberg Hall
Room 108
Phone: 956-882-6792

Edinburg Campus

Location: Education Complex
Room 2.202
Phone: 956-665-5327

Hours of Operation

Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.

Phone: 24/7 COLTT Help Desk - 844-897-9260

Online: Submit a help request via [Create Case](#)

COURSE DESCRIPTION AND REQUIREMENTS

In the first half of the course, we will focus on developing an awareness of schools as social institutions and how they reproduce and reinforce oppression and marginalization. In the second half of the course, we will dive into the specific characteristics of culturally and linguistically diverse students and the ways in which general education teachers can better address their needs in their classrooms. While we discuss English language and special education programs, we will maintain a critical lens on how normal and different are socially-constructed terms and their impact on learners.

To accomplish our goals, we will encounter a variety of instructional methods in this course. The primary instructional method will be discussion around key readings for each class. Additionally, lectures and group presentations will serve to deliver key content. These methods will require developing a safe and open learning community in which you and your colleagues work together to tackle very challenging topics, some that will be deeply personal, some that are controversial in our society, and some that will test our ignorance and our prejudices.

The following list of questions will be helpful to keep in mind as you read each reading and prepare for class discussions:

- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc?

ONLINE LEARNING FOR EDUC 3303

1. **Reading Response Discussion Forums.** The course will rely heavily on reading and making sense of the reading. Given the nature of the topics of this course, it is important that you not only think and process on your own but that you also listen to how others understand and react to these topics. You will be expected to participate in the discussion forums to discuss the readings. To receive full credit for class participation in the class discussion forum you must: (1) respond to the DQ question each week with a well thought out and fully developed post (6 points), and (2) write a well thought out and fully developed comment on at least 2 of your classmate's responses (4 points). Your response to the weekly question, as well as your response to at least 2 classmates must be made within the week of the DQ. The first response to the discussion forum should be no later than Wednesday of every week to allow enough time for the rest of the class to benefit from the information shared and encourage dialogue. Consistent posting of all 3 required postings on the day of the deadline will lead to lower quality postings and lower grades for lack of participation throughout the week. The quality and dynamics of our discussions will depend entirely upon your participation. My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

ASSIGNMENTS

The assignments below will help assess your performance on the course themes and learning outcomes.

GROUP PRESENTATION ON DIVERSE LEARNERS (COURSE OBJECTIVE 1 AND 4)

In the 4th week of this summer session, you will sign up to a team to engage with one of the various categories of culturally and linguistically diverse learners in the scope of this course. The group will prepare a case study presentation for the class describing key characteristics of students in your assigned topic, resources for teachers and parents, and accommodations/modifications for instruction applicable within general education classes.

MIDTERM AND FINAL EXAM (COURSE OBJECTIVES 1-4)

Around the middle of the semester and at the end of the semester we will take time to reflect on our learning. These exams will ask you to synthesize the readings and class discussions to articulate a response to key educational issues and challenges related to the themes of the course: culture, power, and difference as teachers and students experience it in U.S. schools. The questions for these exams will resemble our course guiding questions.

GRADING POLICIES

LETTER GRADE

UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

A = 90-100%

B = 80-89%

C = 70-79%

D = 69 - 60%

F = 59% or Below

ASSIGNMENTS	Weight
Participation in discussion forums and quiz	20
Midterm Exam: Critical Analysis Paper	25
Group Presentation on Diverse Learners	30
Final Exam	25
Total	100%

COURSE POLICIES

Participation

Late Projects. All assignments and tests are due as posted in the Course Schedule in Blackboard. Late work will NOT be accepted. Students' requests for a grade revision on a project; in case they believe there was an irregularity in grading, will be considered up to 3 days after the graded rubric is returned. Please make plans to submit projects early to avoid last minute technical problems.

The only allowed circumstances for late submissions or make up of any project or discussions are:

- In the event that the area in which a student resides experiences an extended power outage due to a natural disaster (hurricane, flood, storm, etc.)
- A student is on active military duty and cannot complete coursework
- A student had a verifiable medical or other personal emergency (medical documentation will be required)

Discussion Forum Participation. The weekly discussion blog closes the last day of each week. Please participate in a timely manner to ensure learning and the earning of the maximum number of participation points per week. Please carefully review the Class Participation-Discussion Board/Blog guidelines in the Syllabus above and visit the course Calendar on Blackboard for due dates.

Makeup and Extra Credit Work. There is no makeup work or extra credit in this course. Enough points are built into the weekly class participation and projects, so even if a challenge presents itself one week, you can still earn enough points to successfully complete the course. Please participate actively in the Discussion Board/Blog each week, submit projects in a timely manner, email drafts to the instructor for feedback at least 3 working days before the due date, and stay in close communication with the instructor.

Uploading Projects to Blackboard for Grading. All assignments must be uploaded/submitted to Blackboard for grading. Assignments and/or Discussion Board/Blog postings submitted by email will not be graded.

Changes to the Syllabus and the Course. The instructor reserves the right to make changes to the Syllabus and the course as deemed necessary. Any and all changes will be posted on the Blackboard Announcements page of the course and students will also be notified by email.

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

PROFESSIONAL DISPOSITIONS

The expectations for professionalism reflect the expectations that educators must meet in schools.

1. We expect that you will demonstrate professionalism by actively participating in all class activities; submitting coursework in a timely manner; positive interactions with instructor and colleagues; and a professional online presence.
2. Please be sure to maintain a professional attitude in your communication with the instructor and your colleagues. Refer to this link for tips and examples:
<http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor>.
3. Our virtual classroom space should serve as a safe space for reflecting on our practice, troubleshooting challenges, and brainstorming new ideas. As such, we must maintain an open and respectful classroom community that sees challenges as opportunities for new learning. Be respectful of diverging opinions, and keep an open-mind to engage with those who disagree with you. At all times, make sure you are upholding the dignity of **ALL** individuals.
4. In the course of their work, educators make use of information about students that is protected by federal law (Family Educational Right to Privacy Act, FERPA: see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). Always take care to protect the identities of children, adults, and institutions in all media formats, including your spoken word. Do not discuss student information or experiences with students in any public setting like restaurants or hallways, or on social media sites.
5. Public media sharing sites (such as YouTube) and social networking sites (such as Facebook) have the potential to be useful tools in teaching and in your professional career. However, some content on such sites has the potential to be disastrous to your professional identity. All content, whether posted by you or by others, is potentially accessible to students, parents and employers. You should take care at all times to protect your ability to present yourself as professional educators in all media forms.

COMMUNICATION AND WRITING SKILLS

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Please be sure to maintain professional in your communication with the instructor and your colleagues. Refer to this link for tips and examples:
<http://college.usatoday.com/2012/03/15/five-things-to-remember-when-e-mailing-a-professor>.

NETIQUETTE

Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

UTRGV POLICY STATEMENTS

STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<https://my.utrgv.edu/home>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). **Any incident of plagiarism will result in an automatic zero (0) and will be reported to the Dean of Students.**

DEFINITIONS

“**Plagiarism**” is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

TENTATIVE CALENDAR OF ACTIVITIES AND READINGS

WEEK	Learning Activities	Readings	Course Assessments
1. Understanding Identity and Defining Difference and Oppression Textbook: <i>Readings for Diversity and Social Justice (3rd edition)</i>	1. Complete Syllabus Quiz 2. Read assigned articles 3. Watch video “Race & Privilege” 4. Post on Week 1 Discussion Forum	Required: <ul style="list-style-type: none"> • Harro, B. The Cycle of Socialization. • Tatum, B. D. The Complexity of Identity: ‘Who Am I?’ • Johnson, A. G. The Social Construction of Difference • Young, I. M. Five Faces of Oppression. 	<ul style="list-style-type: none"> • Syllabus Quiz due Sunday June 10 at 11:59pm • Week 1 Discussion due Sunday June 10 at 11:59pm
2. Social Marginalization and the Impact of Schooling Textbook: <i>Readings for Diversity and Social Justice (3rd edition)</i>	1. Read assigned articles 2. Read the chapter on Gender Dynamics in the Classroom – how gender impacts schooling experience. 3. Watch video “Danger of a Single Story” 4. Watch video “Desegregation & Education” 5. Watch video “Why I’m done trying to be man enough” 6. Write and submit the Critical Analysis Paper	Required: <ul style="list-style-type: none"> • Tatum, B. D. Defining racism: ‘Can we talk?’ • Lorber, J. “Night to his day”: The social construction of gender. • Blumenfeld, W. J. Heterosexism: Introduction • Blumenfeld, W. J. How homophobia hurts everyone. • Mantsios, G. Class in America—2006 	<ul style="list-style-type: none"> • Critical Analysis Paper due Sunday June 17 at 11:59pm
3. Introduction to Special Education Textbook: <i>Special Education in Contemporary Society</i>	1. Read assigned chapters 2. Review the SPED videos 3. Post on Week 3 Discussion Forum 4. Sign up for a team	Required: <ul style="list-style-type: none"> • Chapter 1: Special Education in Context • Chapter 3: Cultural and Linguistic Diversity and Exceptionality • Chapter 4: Parents, Families, and Exceptionality 	<ul style="list-style-type: none"> • Week 3 Discussion due Sunday June 24 at 11:59pm
4. Characteristics	1. Read assigned chapters 2. Continue reviewing the SPED videos	Read 3 of the following:	<ul style="list-style-type: none"> • SPED Team Presentations due

<p>of Students with Exceptionalities</p> <p>Textbook: <i>Special Education in Contemporary Society</i></p>	<p>3. Work with your team to create and submit the Team Presentation on Diverse Learners</p>	<ul style="list-style-type: none"> • Chapter 6: Intellectual Disability • Chapter 7: Learning Disability • Chapter 8: ADHD • Chapter 9 Emotional or Behavioral Disorders • Chapter 10: Autism • Chapter 15: Gifted and Talented 	<p>Sunday July 1st at 11:59pm</p>
<p>5. Stages of Language Acquisition and Teaching Strategies</p>	<ol style="list-style-type: none"> 1. Review the IRIS Center Module 2. Read at least one of the ELL strategies articles 3. Post on Week 5 Discussion Forum 4. Complete and submit final exam 	<p>Required:</p> <ul style="list-style-type: none"> • IRIS Center Module on Teaching English Language Learners • One of the Strategies for Teaching English Language Learners provided in Blackboard 	<ul style="list-style-type: none"> • Week 5 Discussion due Sunday July 8 at 11:59pm • Final Exam will be due by 3pm on Tuesday July 10th