

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

I. COURSE: EDCI 612—Diversity of the Adolescent Learner (3 credit hours)

A. **Description:** Examination of diversity of students in a variety of settings.

B. **Department policy for majors:** Students must obtain a “C” or higher to receive credit for this course. This is a required course for the Master of Arts in Teaching degree.

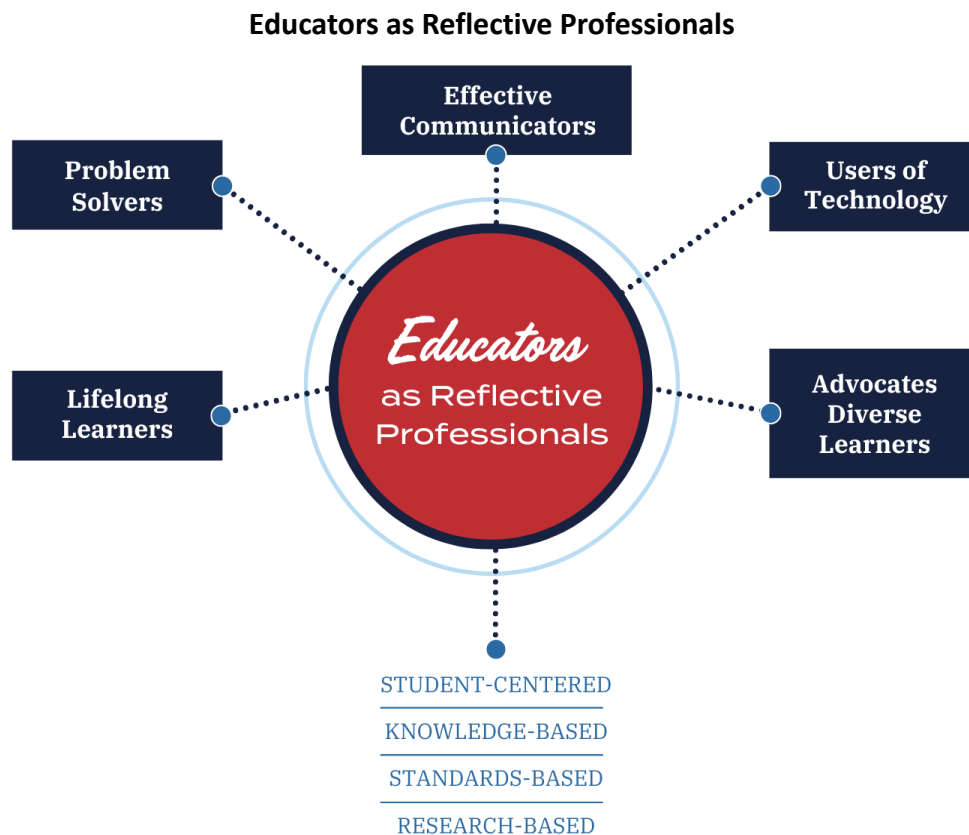
II. INSTRUCTOR(S):

Name	Office	Phone	Email

Communication Policy

Email is the best way to contact me and will offer the quickest response time. I check email throughout the day and will get back to you within a 24-hour time frame.

III. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:



A. Vision Statement

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

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B. Mission Statement

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

C. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student teaching. (m)
5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)

IV. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

T—Thinking and problem solving (M)
E—Equality and respect for diversity (m)
A—Appropriate teaching strategies (M)
C—Communication and cooperation (M)
H—Human development and curriculum (m)
E—Esteem, autonomy, and lifelong learning (M)
R—Relevance: social and global (M)
S—Supervision, management, and guidance (M)

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V. PROFESSIONAL DISPOSITIONS FOR CANDIDATES:

Teacher Ed Dispositions	InTASC	MCoE	Imagine, Innovate, Inspire	CF
The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	9	9	Professionalism	Effective Communicators
The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	9, 10	5	Professionalism Excellence Leadership	Life-Long Learners
The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	9, 10	6	Professionalism Leadership	Life-Long Learners Effective Communicators
The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.	9	2	Excellence Professionalism	Effective Communicators Problem Solvers
The teacher candidate accepts constructive criticism in a positive manner.	9	1	Excellence Transformation	Effective Communicators Problem Solvers
The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	1, 2, 8	4	Caring, Equality, Authentic Assessment	Advocates for Diverse Learners Effective Communicators Users of Technology
The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	10	4	Professionalism Collaboration Excellence	Life-Long Learners Effective Communicators

VI. COURSE TEXTS/MATERIALS:

- A. *Jensen, E. (2009). Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it. ASCD.*
- B. Selected articles (see Blackboard)

VII. COURSE OVERVIEW/PURPOSE OF THE COURSE:

The purpose of this course is to assist teacher candidates in identifying the various forms of diversity in classrooms and how to best address that diversity based on the needs of their students. Emphasis will be placed on how to differentiate instruction for the various learning needs of students based on their diversity. The 3-Tier Model will also be introduced to students and how this model is used to identify Tier 1, 2, and 3 students. Additionally, candidates will learn the importance of setting high expectations for all students in their classroom.

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VIII. COURSE OBJECTIVES:

Objectives	InTASC	CLRP	ISTE (2024)
Evaluate student performance to design instruction appropriate for social, cognitive, and emotional development.	1, 2, 6, 7	13.1	2.5, 2.7
Create relevance to topics by linking them with students' prior experiences.	1, 2, 7	5.1, 6.1	2.4
Design instruction appropriate to students' stages of development, strengths, and needs.	1, 2, 7, 8	5.1, 6.1	2.5
Select approaches that provide opportunities for different performance modes.	2, 6, 7	9.1, 13.1	2.5, 2.6
Access appropriate services or resources to meet exceptional learning needs when needed.	1, 2, 3	7.1	
Use knowledge of different cultural contexts within community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.	3, 7	1.1, 5.1	2.4
Create a learning community that respects individual differences.	2, 3	1.1	2.3, 2.5
Select and use multiple teaching and learning strategies to encourage students in critical thinking, problem solving, and performance skills.	6, 7, 8	2.1, 4.1, 4.2	2.4, 2.5
Engage students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.	1, 2, 5	4.1, 4.2, 6.1	2.4
Solicit information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.	10	7.1	2.4
Identify and discuss student and community characteristics that affect instruction and learning.	2, 10	1.1	2.1, 2.4

IX. COURSE OUTLINE:

See Blackboard for the course outline

X. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements

Students must participate in class activities, complete assignments, and abide by all policies that apply to students who attend the University of Mississippi.

B. Assessment Procedure

Rubrics, evaluation checklists, and informal observation will be used to determine student achievement of the course objectives listed under section VIII. **All assignments are due by 11:59 pm on the date assigned. Late assignments will not be graded. It is your responsibility to turn**

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in your work to the instructor before or on the date the assignment is due. Letter grades will be determined using the following scale:

Grade	Percentage Required
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	60%-69%
F	0%-59%

C. Course assignments

See Blackboard for all assignments, point values, and due dates.

D. Grading

Deadlines for assignments are not negotiable. Late work will only be accepted 2 days after the due date and will receive 50% credit. Assignments will be graded and points will be awarded which build toward the student's final grade. A list of all graded assignments can be found on Blackboard under "Assignments." All assignments and corresponding rubrics can be found in Blackboard. Be sure to check the rubric before completing and submitting assignments.

E. Discussion Board (Online Only)

Discussion board postings are an integral part of the course. Your discussion board posts should be substantive and should reference reading assignments, web references, lecture notes or outside resources. Always make an original post early in the week (no later than Wed night) so your colleagues have time to read and respond to them.

Every post must follow English grammar rules. Be respectful of others' ideas. Do not make insulting or inflammatory statements to any class members. Rude, obscene, or disrespectful posts will not be tolerated. Part of the nature of this class is for participants to help each

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other troubleshoot problems and develop critical-thinking skills. Working through questions on the discussion forum is an excellent method to develop proficiency in these areas.

F. **Field Experience and Clinical Practice**

There is no field experience component to this course.

G. **Instructional Strategies**

A variety of instructional methods, strategies, and student groupings will be used, including:

- Class discussion
- Instructor and student presentations
- Cooperative study
- Independent research
- Small-group problem solving
- Out of class applications

H. **Attendance Policy (UM Policy #10000265)**

Attendance and participation in class are expected. Assignments are linked to participation in class activities.

I. **Technology**

1. **Internet Access:** You must have access to the Internet, preferably high speed Internet, for the duration of this course.

2. **Browsers, Plug-ins, Players and Viewers:** In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips.

This includes: Blackboard-supported browser - Firefox 21, Chrome 27, Safari 6, and Internet Explorer 9 & 10 are compatible with the current version of Blackboard (9.1.13 as of January 2014). We prefer Firefox on all computers. The following programs are also recommended:

- [Acrobat Reader](#)
- Flash Player
- [QuickTime](#)

I recommend running the [Blackboard Browser Check](#) to verify installed plug-ins on your computer.

3. **Tech Support:** The IT Helpdesk, centrally located in Weir Hall, is open Monday through Friday, 8 a.m. to 5 p.m. The helpdesk offers assistance to Ole Miss students and employees with technology-related issues involving software, hardware and networking. It provides support for email, Wi-Fi, Microsoft Office and other campus-wide applications. Come by Weir Hall or call us at 662-915-5222. Email helpdesk@olemiss.edu or visit their website for more information.

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XI. UNIVERSITY OF MISSISSIPPI POLICIES:

A. Policies Related to Students with Disabilities

Disability Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu/rebel-access-portal> to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at <https://sds.olemiss.edu/apply-for-services>. SDS will:

1. Complete a comprehensive review to determine your eligibility for accommodations,
2. If approved, disseminate to your instructors a Faculty Notification Letter,
3. Facilitate the removal of barriers, and
4. Ensure you have equal access to the same opportunities for success that are available to all students.

If you have questions, contact SDS at 662-915-7128 or sds@olemiss.edu.

B. Copyright Notice

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

C. IT Appropriate Use Policy

This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi (UM). This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, and legal issues. This policy directly addresses copyright issues related to illegal downloads and peer-to-peer file sharing. For Appropriate Use Policy questions, send an email to aup@olemiss.edu.

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D. Verification of Student Attendance Policy

1. **Online Students:** The University must abide by federal guidelines to verify the participation of online students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. (However, simply logging into Blackboard will not count as an academically related activity.) [Attendance Policy for Online Education](#)
2. **Face-to-face Students:** These students will be verified via physical attendance.

E. Academic Integrity and Honesty

The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. Each student has a duty to become familiar with University values and standards reflected in University policies, and each student has a duty to honor University values and standards reflected in University policies. These policies are outlined in the [M Book](#). For a complete listing of policies, please visit the University Policy Directory.

Students are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at <http://secure4.olemiss.edu/umpolicyopen/index.jsp>. Plagiarism, as defined in the honor code, will not be tolerated.

F. Student Identity Policy

Federal regulations, our accrediting agency (SACS) and university policies require that safeguards are used to ensure that the student who receives the academic course credit is actually the person doing the work. You will need to present your student ID before taking proctored exams and your instructor may verify your identity through live or virtual meetings, or by using an identity verification program.

G. Student Privacy Policy

The University of Mississippi protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. [Student Privacy Policy](#)

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H. Writing Center

Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University's writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to rhetoric.olemiss.edu/writing-centers/

Graduate Writing Center, Lamar 405 (Oxford Campus)
662-915-3173 gwc@olemiss.edu

Tupelo Writing Center, Room 261 (Tupelo Campus)
662-915-6259 writingcentertupelo@olemiss.edu

Oxford Campus Writing Center, Suite C, Lamar Hall
662-915-7689 cwrwc@go.olemiss.edu

Desoto Writing Center, Library (Desoto Campus)
662-280-6209 writingcenterdesoto@olemiss.edu

XII. FLEXIBILITY CLAUSE:

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.