**Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **Email**:

**Office Hours**: **Class Day/Time:**

Place instructor photo here

Course Number: SLS 1281

2 Credits

**Course Title:** Diverse Communities

**Catalog Description:**

Designed to expand student’s awareness of the skills necessary to effectively interact with diverse populations. Emphasize attitudes and competencies that are important in their lives beyond college, as well as in their interactions with others.

INSTRUCTOR INTRODUCTION TO THE COURSE:

We live in a world where we meet many people every day. Most of the people we meet are very different from us. If we are unsure about how to talk with other people and how to get along with others, then we are often very fearful when we leave home or go out into the world. This class is about understanding how to get along with people and how to understand other people’s points of view. Students will learn the importance of interacting with people from various races, ethnicities, cultures, genders, religions, disabilities and Socio-economic groups. Students will learn techniques to promote tolerance in diverse communities.

**PREREQUISITE:** No Prerequisites or Co-Requisites

Note: This class may be repeated to ensure mastery of the skills presented in the course objectives.

REQUIRED TEXTS or MATERIALS:

All materials will be provided by instructor in class or on Blackboard. Materials will be provided in multiple formats as appropriate.

TECHNOLOGY:



E-mail: Your FAU email address will be used.

Computer: This course will be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www).

**COURSE OBJECTIVES:**

Upon completion of this course, the successful student will be able to demonstrate:

1. An understanding of different races and ethnicities.
2. An understanding of different cultures.
3. An understanding of various religions.
4. An understanding of abilities and disabilities.
5. An understanding of gender bias.
6. An understanding of economic disparity.
7. An understanding of just and unjust practices.
8. An understanding of strategies to promote tolerance.

Content Outline:

COURSE REQUIREMENTS:

1. Identity Self-Portrait

Student will create a visual representation of how they perceive themselves in the areas of race, ethnicity, culture, religion and disability. Students will present self-portraits to classmates. Students will have the opportunity to explore similarities and differences between classmates’ self-portraits. \* Students will only be expected to include and share information which they are comfortable exposing to others.

2) In-class and Homework Assignments

 Students are expected to attend and fully participate in class. Each class session will have either an in- class or homework assignment that will allow you to practice the skills presented in class. Students are responsible for completing the assignments within the given time frame stated by the faculty instructor.

3) Diversity Interview

 Students will choose an individual in the community who identifies with a different ethnic, cultural, religious or socio-economic group than that of the student. The student will create an insightful 10 question interview for the participant to complete. Students will then share their interview experiences with the class. Interview questions and participant must be approved by instructor before interview is completed.

**ASSESSMENT PROCEDURES:**

|  |  |
| --- | --- |
| **Assignment** | **Possible** |
|  |  |
| Diversity Interview | 30 |
| Identity Self-Portrait | 40 |
| In-class and Homework Assignments | 30 |
| Total points= 100 |  |

**GRADING (FAU GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

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+= 67-69 D = 63-66 D-= 60-62 F = Below 60

**POLICIES AND PROCEDURES:**

**ATTENDANCE:**

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

**CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

**BIBLIOGRAPHY**

Amnesty International USA. (n.d.). Retrieved September 10, 2015.

Anti-Defamation League: *Leaders fighting anti-Semitism and hate* ADL. (n.d.). Retrieved September 10, 2015.

Grigal, M., & Hart, D. (2010). *Think College: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes Publishing.

Hock, M., Schumaker, J., & Deshler, D. (2003). *Possible selves: Nurturing student motivation*. Lawrence, KS: Edge Enterprises.

Teaching Tolerance. (n.d.). Retrieved: September 10, 2015.

Van Reusen, A.K., Bos, C.S., Schumaker, J., & Deshler, D. (2007). *The self-advocacy strategy for enhancing student motivation and self-determination*. Lawrence, KS: Edge Enterprises.

***SLS 1281 Semester Year***

***COURSE SCHEDULE***

|  |  |  |  |
| --- | --- | --- | --- |
| ***SESSION*** | ***Week of*** | ***TOPICS*** | ASSIGNMENTS |
| ***1*** |  | What is diversity? | Syllabus Review |
| ***2*** |  | Why is diversity important? | HW: View *Mainstream USA*<http://www.americabythenumbers.org/episode/clarkston-georgia/> |
| ***3*** |  | What is ethnicity? | Using Photographs to Teach Social Justice: Exploring Racism |
| ***4*** |  | What is race? | HW: Identify Interview Candidate |
| ***5*** |  | What is culture? | HW: Create Interview Questions |
| ***6*** |  | What cultures are in my community? | HW: Administer Interview |
| ***7*** |  | Presentations | **Diversity Interviews Due** |
| ***8*** |  | What is gender bias? | Using Photographs to Teach Social Justice: Exploring Gender Bias |
| ***9*** |  | What is a disability? | Abilities vs. Disabilities |
|  ***10*** |  | What is poverty?  | Using Photographs to Teach Social Justice: Exploring Poverty |
| ***11*** |  | Why so many religions? | Understanding Others Religious Beliefs |
| ***12*** |  | What are just & unjust practices? | Using Photographs to Teach Social Justice: Exposing Unjust Practices |
| ***13*** |  | What is my self-portrait portray? | HW: Complete Self-Portrait |
| ***14*** |  | Presentations | **Identity Self Portraits Due** |
| ***15*** |  | What have I learned about diversity and acceptance? | Create Class Puzzle Mural |

SLS 1281

SCORING RUBRIC FOR

 Diversity Interview

Diverse Communities

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Developed Insightful Questions\_­­­\_\_ /10 |  |  |  |
| Chose Appropriate Participant \_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /10 |  |  |  |

Overall Rating / Points Earned: / 30

SLS 1281

SCORING RUBRIC FOR

 Identity Self-Portrait

Diverse Communities

Name: Date:

|  |  |  |  |
| --- | --- | --- | --- |
| Project Component | Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
| Includes Required Components\_­­­\_\_ /10 |  |  |  |
| Presentation - Clearly Communicates Ideas\_­­­\_\_ /10 |  |  |  |

Overall Rating / Points Earned \_\_\_\_/20