



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2005-2006

NEXT REVIEW: 2010-2011

STATUS: A

COURSE TITLE: Diversity in the Classroom

COMMON COURSE NUMBER: EPI 0030

CREDIT HOURS: 2

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 30

Lab:

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S): EPI 0945

PRE/COREQUISITE(S):

COURSE DESCRIPTION: This course provides the participant with an understanding of the variety of backgrounds and cultures that may be found in a typical classroom. The participant will gain a broader view of the social aspects of diversity and reevaluate personal beliefs and prejudices that may adversely affect the learning process.

UNIT TITLES

1. Social Class
2. Religion
3. Language
4. Gender Differences
5. Culture, Ethnicity, and Race
6. Exceptionality
7. Prejudice
8. Multicultural Teaching



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UNITS

Unit 1 Social Class

General Outcome:

- 1.0** The student shall be able to gain an understanding of class background and its impact on the educational process of students and derive implications for teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Define social stratification.
- 1.2** Define socioeconomic status.
- 1.3** Describe class differences.
- 1.4** Discuss race, ethnicity, gender, and age in relation to equality.
- 1.5** Discuss the educational implications of social class background.



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Unit 2 Religion

General Outcome:

- 2.0** The student shall be able to gain an understanding of basic concepts related to the study of religion and their implications for teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Describe how social and religious rituals practiced by different cultural groups impact on the community and school.
- 2.2** Discuss culture as a vehicle for religious expression and individual identity.
- 2.3** Recognize the connections between religion and ethics.
- 2.4** Describe issues related to religion and the roles of women, homosexuality, and race in religion.
- 2.5** Discuss the major religious groups represented in U.S. educational systems.
- 2.6** Discuss the educational implications of religion.



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Unit 3 Language

General Outcome:

3.0 The student shall be able to gain an understanding of first and second language acquisition as related to the learning environment.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Understand the role of first language acquisition in second language acquisition.
- 3.2** Describe the theories of second language acquisition.
- 3.3** Develop appropriate and positive expectations for students' progress in language learning in accordance with the processes of first and second language acquisition, cognitive development, and age of the learner.
- 3.4** Discuss methods of identifying limited English proficient students.
- 3.5** Discuss legislation that protects the rights of language minorities.
- 3.6** Discuss the different types of programs used to teach language minority students in U.S. schools.



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Unit 4 Gender

General Outcome:

4.0 The student shall gain an understanding of the impact of in gender on the educational process.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

4.1 Analyze and discuss the major social problems facing both males and females in the educational system.

4.2 Analyze causes of and solutions for gender conflict.

4.3 Identify the biological differences between male and females.

4.4 Discuss the interaction of gender with ethnicity, class, and religion.

4.5 Discuss strategies for teaching students that are non-gender biased.



Unit 5 Culture, Ethnicity, and Race

General Outcome:

5.0 The student shall be able to gain an understanding of the basic perspectives related to the study of the components of culture and multicultural awareness.

**Specific Measurable Learning Outcomes:
Upon successful completion of this unit:**

- 5.1** Define culture, ethnicity, and race.
- 5.2** Distinguish between visible, surface characteristics of culture and the many subtle, invisible manifestations of culture.
- 5.3** Discuss cultural pluralism as it is manifested in the educational system.
- 5.4** Discuss the impact of cultural diversity in school.
- 5.5.** Examine the characteristics of his/her own culture and how they influence interactions with and expectations from others socially and professionally.
- 5.6** Recognize the stages of cultural adaptation and demonstrate awareness of the behavioral characteristics.
- 5.7** Become aware of the wide diversity within any given cultural group and how to use cultural information without depending upon preconceived ideas, assumptions and stereotypes.
- 5.8** Discuss the implications of culture, ethnicity, and race for teaching.



Unit 6 Physical Differences Exceptionality

General Outcome:

6.0 The student shall gain an understanding of the specific instructional needs of exceptional students and the responsibilities in providing and equal education for exceptional students.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

6.1 Recognize teachers' responsibility to provide quality education to students with exceptional learning needs.

6.2 Understand teachers' role in recognizing and identifying students who may have exceptional learning needs.

6.3 Identify the different types of exceptionalities.

6.4 List and explain the diagnostic tools that are used for assessing students' learning needs.

6.5 Recognize that the identification and diagnosis of learning needs is subject to biases caused by socioeconomic differences, language differences, and/or poor health and nutrition.

6.6 Understand and explain the implications of Public Law which guarantees fair educational treatment and due process for students with exceptionalities.

6.7 Identify the different kinds services provided to students with exceptionalities.

6.8 Describe instructional strategies for teaching students with exceptionalities.



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Unit 7 Prejudice

General Outcome:

7.0 The student shall be able to demonstrate and understand the basic concepts and impact of prejudice.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

7.1 Understand and recognize the foundations of prejudice.

7.2 Describe pluralism and cultural differences.

7.3 Recognize the manifestations of prejudice.

7.4 Identify the educational implications of prejudice.

7.5 Understand the importance of the role of the classroom teacher in defusing prejudice.



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Unit 8 Multicultural Teaching

General Outcome:

8.0 The student shall gain an understanding of the basics of multicultural education.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1 Define Multicultural Education.

8.2 Discuss and demonstrate the communication strategies that are necessary for effective teaching in the multicultural classroom.

8.3 Discuss the concept of 'classroom climate' and analyze its significance in the multicultural classroom.

8.4 Analyze how to accommodate various learning styles in -the multicultural classroom.

8.5 Recognize the need to provide initial assessments and services for limited-English-proficient (LEP) students.

8.6 Choose culturally balanced texts and materials.

8.7 Discuss strategies identifying learning problems among ESOL and LEP students and how to remedy them.