

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EPI 0030

COURSE TITLE: Diversity in the Classroom

PREREQUISITE(S): None

COREQUISITE(S): EPI 0945

CREDIT HOURS: 1

CONTACT HOURS/WEEK: 1 (15 contact hours of instruction per term)

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	
Laboratory:	
Other _____:	1

FACULTY WORKLOAD POINTS: 1

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG 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. Field experiences give a broader view of the social aspects of diversity and cause the participant to reevaluate personal beliefs and prejudices that may adversely affect the learning process.

SUGGESTED TEXT(S): Multicultural Education in a Pluralistic Society, Gollnick, Prentice Hall

Exploring Diversity, Kroeger and Bauer, Pearson Merrill

IMPLEMENTATION DATE: Fall Term, 2005 (20061)

REVIEW OR MODIFICATION DATE: Fall Term, 2008 (20091)- Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Social Class	4
II. Religious	4
III. Language	4
IV. Gender Differences	4
V. Culture and Ethnicity	4
VI. Physical Differences	4
VII. Prejudice	3
VIII. Multicultural Teaching	3



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EPI 0030</u>	SEMESTER CREDIT HOURS: <u>2</u>
COURSE TITLE: <u>Diversity in the Classroom</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Section 5	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
<ul style="list-style-type: none"> • 1.0 Class <ul style="list-style-type: none"> 1.1 Class Structure 1.2 Social Stratification 1.3 Socioeconomic Status 1.4 Class Differences 1.5 Interaction of Class with Race, Ethnicity, Gender, and Age 1.6 Educational Implications 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 2.0 Religion <ul style="list-style-type: none"> 2.1 Religion and Culture 2.2 Religion as a Way of Life 2.3 Religious Pluralism in the United States 2.4 Religion and Gender 2.5 Homosexuality 2.6 Religion and Race 2.7 Individual Religious Identity 2.8 Educational Implications 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>
<ul style="list-style-type: none"> • 3.0 Language <ul style="list-style-type: none"> 3.1 Language and Culture 3.2 The Nature of Language 3.3 Language Differences 3.4 Dialectal Differences 3.5 Nonverbal Communication 3.6 Second Language Acquisition 3.7 Official English 	<p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p>

	3.8 Educational Implications	
•	4.0 Gender 4.1 Gender and Society 4.2 Gender and Biology 4.3 Gender and Culture 4.4 Gender Identity 4.5 Interaction of Gender and Ethnicity, Class, and Religion 4.6 Educational Implication	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	5.0 Exceptionality 5.1 Varied Exceptionalities 5.2 Labeling 5.3 Disproportional Placements in Special Education 5.4 Litigation and People with Disabilities 5.5 Exceptionality and Society 5.6 Exceptional Microcultures 5.7 Educational Implications	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	6.0 Prejudice 6.1 Foundations of Prejudice 6.2 Pluralism and Differences 6.3 Manifestations of Prejudice 6.4 Democracy and Plurality 6.5 Defusing Cultural Hatred 6.6 Individualism and Meritocracy 6.7 Educational Implications	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
•	7.0 Multicultural Education 7.1 Multicultural Education 7.2 Curriculum and Instruction 7.3 Student and Teacher Interactions 7.4 Building on Learning and Teaching Styles 7.5 Improving Cross-cultural Communication 7.6 Choosing Culturally Balanced Texts and Materials	Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome
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Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean of Education