

AUBURN UNIVERSITY
Course Syllabus

1. Course Number:	FOUN 3000-005 Fall 2015	Course Title:	Diversity of Learners and Settings
Credit Hours:	3 semester hours	Prerequisites:	Sophomore standing
Time and Location:	Thursdays 5:00-7:50pm Haley 1435	Office Hours and Location:	Tuesdays 3:30-5:00pm, Thursdays 2:00-5:00pm, or by happenstance or appointment Haley 4054
Instructor:	Dr. Carey Andrzejewski (a.k.a Dr. A) dr.a@auburn.edu 844-3012		

2. DATE SYLLABUS PREPARED: August 2015

3. TEXTS:

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice*. (3rd ed.). New York: Routledge.

Ornstein, A. C., Levine, D. U., Gutek, G. L., & Vocke, D. E. (2014). *Foundations of education*. 12th ed. Belmont, CA: Wadsworth, Cengage Learning.

4. COURSE DESCRIPTION: Exploration of socio-cultural and individual differences; understanding diversity and communicating with students with differing cultural backgrounds, abilities, and values; this class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

5. COURSE GOALS AND OBJECTIVES:

Goals

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners;
2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents, and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to the following variables: ethnicity, culture, language, socioeconomic status, lifestyle, religion, age, and exceptionality;
3. To examine students' motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their worldview and their view of education;
4. To examine students' assumptions about diverse learners, diverse settings, and the roles of schools and education in society;
5. To develop skills related to productive reflection; and
6. To engage in appropriate, challenging, and supportive learning opportunities through participation in service learning.

Objectives

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed in the syllabus at the end of each week's readings. These indicators pertain to organization and management (i.e., self-regulation); learning environment; oral and written communication; cultural, ethnic, and social diversity; language diversity; general issues; and professionalism.

1. Ability to state and implement the philosophy of service learning.
2. Ability to state and understand practical and philosophical differences in education practice and theory among education's various constituencies.
3. Ability to articulate the roles, functions and characteristics of professional educators in a democratic society.
4. Ability to state and understand major historical forces shaping American education.
5. Ability to state and understand major social and cultural forces that contributed to the movement for equality of educational opportunity in American education.
6. Ability to state and understand the interrelationship of cultural, historical, and social forces that contributed to the desegregation of American education.
7. Ability to state and understand the educational construction of exclusion, oppression, and subordination in educational settings.
8. Ability to state and understand the educational construction of freedom, opportunity, and social hope in diverse communities.
9. Ability to state and understand contemporary issues of racial discrimination in educational practice and policy.
10. Ability to state and understand contemporary issues of moral educational practice and policy.
11. Ability to state and understand contemporary issues of gender discrimination in educational practice and policy.
12. Ability to state and understand contemporary issues of the handicapped in educational practice and policy.
13. Ability to state and understand historical and contemporary issues of Native Americans in educational practice and policy.
14. Ability to state and understand contemporary issues of multiculturalism in educational practice and policy.
15. Ability to state and understand contemporary issues related to school violence and creating a safe learning environment in practice and policy.

6. COURSE CONTENT AND SCHEDULE:

WEEKS & THEMES	Readings / Assignments
Week 1 August 20 Introduction	Discussion: Diversity of learners and settings: Orientation Service-Learning: Orientation
Week 2 August 27 Public Schools and Democracy	Readings: <ul style="list-style-type: none"> • Debate Summary – Do Americans need a common identity? (Canvas) • Postman (1995) (Canvas) • Banks (2008) (Canvas) • Chapter 1 in <i>Foundations of Education</i> • Chapters 1, 4, & 130 in <i>Readings for Diversity and Social Justice</i> Due: <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Debate Position Statement in class and on Canvas • Current event in class and on Canvas Debate: Do Americans need a common identity? Discussion: The teaching profession, service learning, goals of public education, the role of public education in a democratic society
Week 3 September 3 Education and the Individual *Last day to withdraw with no grade assignment is 9/4. * Last day for potential tuition refund for dropped classes is 9/4.	Readings: <ul style="list-style-type: none"> • Debate Summary – Should the curriculum be standardized? (Canvas) • Chapter 14 in <i>Foundations of Education</i> • Chapter 16, pp. 507-510 (Systematic Restructuring and Standards-Based Reform & Conclusion: The Challenge for Education) in <i>Foundations of Education</i> • Chapters 6, 24, & 131 in <i>Readings for Diversity and Social Justice</i> Due: <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 2 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Cipher Update Research Report I on Canvas Debate: Should the curriculum be standardized? Discussion: Common School Movement: Equality of Educational Opportunity
Week 4 September 10 Desegregation in Schools	Readings: <ul style="list-style-type: none"> • Debate Summary – Is court-enforced desegregation of schools still necessary? (Canvas) • Chapter 12, pp. 365-374 (Desegregation) in <i>Foundations of Education</i> • Chapters 9, 11, 14 & 21 in <i>Readings for Diversity and Social Justice</i>

	<p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 3 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Teaching Tolerance I on Canvas <p>Debate: Is court-enforced desegregation of schools still necessary?</p> <p>Discussion: Equality of educational opportunity</p>
<p>Week 5 September 17</p> <p>Race and Education</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Can schools close the achievement gap between students from different ethnic and racial backgrounds? (Canvas) • Chapter 11, pp. 340-362 (Race, Ethnicity, and School Success, Reasons for Low Achievement among Low-Status Students, & Do Schools Equalize Opportunity) in <i>Foundations of Education</i> • Chapter 12, pp. 374-380 (Compensatory Education) in <i>Foundations of Education</i> • Chapters 8, 16-18, 20, & 33 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 4 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • IAT Module on Canvas <p>Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds?</p> <p>Discussion: Equality of educational opportunity</p>
<p>Week 6 September 24</p> <p>Religion and Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary - Should moral education be part of the school curriculum? (Canvas) • Chapter 9, pp. 293-300 (Religion and the Schools) in <i>Foundations of Education</i> • Chapters 43-45, 49, 56, & 58 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 5 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Cipher Update Research Report II on Canvas <p>Debate: Should moral education be part of the school curriculum?</p> <p>Discussion: The Supreme Court, religion, and school prayer</p>

<p>Week 7 October 1</p> <p>Sexual Identity and Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Should anti-homophobia/anti-heteronormativity be included in early childhood education? (Canvas) • Chapters 61 & 77-85 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 6 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Diversity Event Attendance I on Canvas • Movie Test I <p>Debate: Should anti-homophobia/anti-heteronormativity be included in early childhood education?</p> <p>Discussion: Heteronormativity and school curriculum and policy</p>
<p>Week 8 October 8</p> <p>Gender in Schools</p> <p>*Last day to withdraw with no grade penalty is 10/6.</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Does the U.S. Department of Education’s requirement that educational institutions investigate and punish sexual violence disadvantage men? (Canvas) • Chapter 10, pp. 324-328 (Gender Roles and Sex Differences and Outcomes) in <i>Foundations of Education</i> • Chapters 34, 36, 60, & 62-76 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 7 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Teaching Tolerance II on Canvas <p>Debate: Does the U.S. Department of Education’s requirement that educational institutions investigate and punish sexual violence disadvantage men?</p> <p>Discussion: Femininity and masculinity in American culture and public schools</p>
<p>Week 9 October 22</p> <p>Safe Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary –Are zero-tolerance policies the best option for ensuring that schools are safe? (Canvas) • Chapter 9, pp. 264-293 (The Court System, Teachers’ Rights and Responsibilities, & Students’ Rights and Responsibilities) in <i>Foundations of Education</i> • Chapter 10, pp. 329-332 (Adolescent and Youth Problems) in <i>Foundations of Education</i> • Chapter 5 in <i>Readings for Diversity and Social Justice</i> • Online School Safety Readings (Directions on Canvas) <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 8 on Canvas

	<ul style="list-style-type: none"> • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Cipher Update Research Report III <p>Debate: Are zero-tolerance policies the best option for ensuring that schools are safe?</p> <p>Discussion: Violence and safety in schools</p>
<p>Week 10 October 29</p> <p>School Finance</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Can federal initiatives rescue failing schools? (Canvas) • Chapters 7 & 8 in <i>Foundations of Education</i> • Chapters 25, 26, 37, & 42 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 9 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Developmental Assets I <p>Debate: Can federal initiatives rescue failing schools?</p> <p>Discussion: Local control and school finance</p>
<p>Week 11 November 5</p> <p>Poverty in Schools</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Do standardized assessments reinforce class privilege? (Canvas) • Chapter 11, pp. 335-339 (Social Class and Success in School) in <i>Foundations of Education</i> • Chapters 27, 35, 40, & 41 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 10 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • SNAP Challenge Module on Canvas <p>Debate: Do standardized assessments reinforce class privilege?</p> <p>Discussion: The nature of poverty</p>
<p>Week 12 November 12</p> <p>Multiculturalism and Multilingualism</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Should English immersion replace bilingual education? (Canvas) • Chapter 12, pp. 380-388 (Multicultural Education until Education for Students with Disabilities) in <i>Foundations of Education</i> • Chapters 10, 19, 23, 51, & 52 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 11 on Canvas

	<ul style="list-style-type: none"> • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Cipher Update Research Report IV on Canvas • Cipher Letter I on Canvas • 10 Questions from Chapter 41 in <i>Readings for Diversity and Social Justice</i> on Canvas <p>Debate: Should English immersion replace bilingual education? Discussion: Multicultural curriculum</p>
<p>Week 13 November 19</p> <p>Inclusion</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Debate Summary – Is full inclusion the best option for children with disabilities? (Canvas) • Chapter 12, pp. 388-396 (Multicultural Education from Education for Students with Disabilities until the end of the chapter) in <i>Foundations of Education</i> • Chapters 31, 95-99, 103-109, 111, & 113 in <i>Readings for Diversity and Social Justice</i> <p>Due:</p> <ul style="list-style-type: none"> • Reading quiz in class; come prepared. • Productive Reflection on Week 12 on Canvas • Debate Position Statement in class and on Canvas • Current Event in class and on Canvas • Cipher Letter II on Canvas • Teaching Tolerance III on Canvas • Diversity Event Attendance II on Canvas • Movie Test II on Canvas <p>Debate: Is full inclusion the best option for children with disabilities? Discussion: Needs of children with disabilities</p>
<p>Week 14 December 3</p> <p>Final</p>	<p>Due:</p> <ul style="list-style-type: none"> • Cipher/Self Comparison Paper on Canvas by 5:00pm • Cipher Letter III on Canvas by 5:00pm • Developmental Assets II on Canvas by 5:00pm

7. COURSE REQUIREMENTS/ASSESSMENT:

Lab and Service-Learning

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service -earning placement. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set by the service learning coordinator (Ms. Heidi Tucker). **Reflection papers must address the role of**

service learning in preparing teachers for committed service to the community in which they reside (see the service learning syllabus for more details).

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for service learning will receive a grade of **Incomplete for FOUN 3000**. Students who receive a grade of Incomplete must again attempt service learning the next semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of "F" for FOUN 3000.

Alabama Quality Teaching Standards and Candidate Proficiencies:

The Alabama State Board of education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in Appendix A. For each of the targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1- poor, 2 - approaching competence/marginal, 3- competent, 4 - exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor notifies the student's department head and the student's program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

ALABAMA CERTIFICATION REQUIREMENTS:

Reminder: To satisfy the Alabama State Department of Education's requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of "C" or better. Students who do not pass all professional studies courses at the level of "C" or better will not be eligible to be recommended for certification in the State of Alabama or any other state. ***Please Note: ALL assignments and examinations must be submitted and meaningfully attempted to receive a grade of C or better for FOUN 3000.***

EVALUATION METHODS: I designed this class with an à la carte grading system. That is, there are many opportunities to earn points (i.e., tasks), only some of which are required. Your aim is to accumulate 300 earned points over the course of the semester, assuming you desire an A for the class. You may attempt any or all of the opportunities as long as you comply with the set limits (see the Assignment Roadmap or Grade Calculation Sheet. You will earn points toward your total points by earning a 75% or better tasks. There are benchmarks; in order to be eligible for an A, you must earn 75 points by week 5 and 175 points by week 10. You must also complete all of the required tasks. Your FINAL POINT TOTAL will be determined with the following formula POINTS EARNED (points on all tasks for which you earned 75% or more of the available credit) - POINT VALUE OF THE UNATTEMPTED REQUIRED TASKS. Grades will be determined based on the following:

If you meet both point landmarks (week 5 and week 10): A = ≥ 300 final point total B = < 300 and ≥ 270 final point total C = < 270 and ≥ 240 final point total D = < 240 and ≥ 210 final point total F = < 210	If you DO NOT meet both point landmarks (week 5 and week 10), and are, therefore, ineligible for an A: B = ≥ 270 final point total C = < 270 and ≥ 240 final point total D = < 240 and ≥ 210 final point total F = < 210
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TASKS/OPPORTUNITIES TO EARN POINTS (see the Course Schedule, Grade Calculation Sheet, or the Assignment Road Map for due dates):

Participation and Preparedness: Teaching is a profession. As such, you are expected to behave like professionals. This includes coming to each class meeting, completing required readings so you are prepared to contribute, and participating in class discussions. You may earn up to 1 point in each class for participating in ways that are substantive (i.e., inciting your instructors and classmates to think about the material differently by posing thought-provoking comments and/or questions). To earn points toward your total based on Participation and Preparedness, you have to earn 0.75 points in each class. If you earn participation points in every class, you will receive 2 bonus points during finals week. Obviously, you must attend class to earn points for participation and preparedness.

Your Cipher: As a way to focus your efforts this semester, each of you will be assigned a Cipher – a fictitious student with characteristics similar to children/adolescents who may one day be in your class. Your tasks throughout the semester are to advocate for your Cipher in and out of class. You should consider their perspective in combination with your own when you share in class. You will receive a beginning description as well as three periodic updates about your Cipher. Following each of these, you'll have the opportunity to write a **Cipher Update Research Report** (see Canvas assignment description for details; 8 points each (6 to earn points toward your total)). *Two such reports are required; you may write as many as four.* This information should also influence your contributions in class as well as the content of your other written assignments. Your Cipher will feature prominently in the last paper, the **Cipher/Self Comparison Paper** (see Canvas assignment description for details; 20 points (15 to earn points toward your total)), which is *required*. As such, it will behoove you to document your thoughts, feelings, and epiphanies about your Cipher throughout the semester.

Finally, based on the ciphers of your classmates (to be posted to Canvas following the last round of updated), *you can also write up to three* **Cipher Letters** (see Canvas assignment description for details; 20 points each (15 to earn points toward your total)) to their teachers for next year.

Reading Quizzes (*required*): It's important to read for understanding. Each week, for which reading is assigned, there will be an in-class reading quiz. Over the course of the semester, these quizzes will total 50 points. They will consist of three to five multiple-choice questions, and you will have opportunities to earn partial credit (1 point for correct answers in one attempt, 0.5 point for a correct answers in two attempts, and 0.25 points for correct answers in three attempts, 0 credit for correction answer in four or five attempts). Remember, to earn credit for the reading quiz, you have to score a 75% or better (i.e., 3.75 on 5-point quizzes, 3 on 4-point quizzes, and 2.25 on 3-point quizzes). You must be in class to take your reading quiz. If you have an excused absence, you will be allowed to make up the quiz in the subsequent class.

Debates Position Statements: Each week, we will have a debate question in class. The debate summaries are the first readings listed on the course schedule each week, and they are posted to Canvas. You will have the opportunity to share and post a statement about your position regarding the debate. *You must prepare, share, and post at least 2 debate position statements, and you may not attempt more than 6 of them.* Your position statement should be more than an opinion; it should take into account what is best for your cipher as well as the readings for the week (see Canvas assignment description for details; 10 points each (7.5 to earn points toward your total)). You may *not* earn credit for a debate position statement if you are not in class.

Productive Reflections: Textbooks can be dry and hard to connect with. Their overall purpose is to cover a lot of course material as efficiently as possible. We need to find a way to make the texts come alive; and, it is my hope that the debates, in-class videos, and class discussions and activities can help us do that. *At least two times and not more than six times* over the course of the semester, you will need to turn in a 2-page thoughtful, productive reflection on the ideas we are reading about and discussing in class. If you choose to write a reflection on the material from one class, your reflection is due at the start of the following class (see Canvas assignment description for details; 20 points each (15 to earn points toward your total)). You may *not* write a reflection on a class you did not attend.

Current Events: Each week you may report AND post a current event (within the last six months) newspaper article. I recommend looking at Ed Week, which is available in the AU library or another reputable national newspaper (many of which, such as The New York Times and The Washington Post, offer a certain number of free online article views per month). Your current event must relate to the topic of the class in which you share it. You must post a citation for the article as well as a summary and a clear case regarding its relevance to the topic of the class to Canvas before the class in which you want to share your current event. *You may share up to four current events over the course of the semester* (see Canvas assignment description for details; 8 points each (6 to earn points toward your total)). You may *not* earn credit for a current event if you are not in class.

Other Tasks (see Canvas assignment description for details; you may submit any of these even if you do not attend class the week they are due):

- **Teaching Tolerance I, II, and III** (15 points each (11.25 to earn points toward your total))
- **IAT Module** (*required*, 10 points (7.5 to earn points toward your total))
- **Diversity Event Attendance I and II** (10 points each (7.5 to earn points toward your total))
- **Movie Test I and II** (10 points each (7.5 to earn points toward your total))
- **Developmental Assets Profile I and II** (20 points each (15 to earn points toward your total))
- **SNAP Challenge** (20 points (15 to earn points toward your total))
- **10 Questions from Chapter 41 in *Readings for Diversity and Social Justice*** (10 points each (7.5 to earn points toward your total))

8. CLASS POLICY STATEMENTS:

Late Assignments: All assignments are due at the start of class. There are no late assignments in this class. As you have so many opportunities to earn points, if you miss an assignment, move on to something else.

Attendance: Although attendance is not required, students are expected to attend all classes and

will be held responsible for any content covered in the event of an absence. You cannot earn participation and preparedness points if you do not attend; you also cannot earn points for debate position statements and current events if you are not in class. If you miss a reading quiz for an unexcused absence, you cannot make up that quiz. Furthermore, you are ineligible to write a reflection for a class you did not attend.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the university policy on class attendance posted in the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>)

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) will apply to this course (see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> as posted in the Student Policy eHandbook, (see www.auburn.edu/studentpolicies). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and in-text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Finally, you may not submit the work of someone else or work that you have submitted previously, for another class or for FOUN 3000, to satisfy a requirement of FOUN 3000.**

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments

will replace the original materials.

Civility Statement: Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

Disruptive behavior includes, but is not limited to the following: receiving and sending phone calls, texts, or other messages during class, leaving class early or coming to class late, disrupting instructional discourse, doing assignments for other classes, sleeping, and engaging in other activities that detract from the classroom learning experience. See the University Policy on Classroom Behavior (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>) posted on the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the Auburn University College of Education's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Instructor Assistance: The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to contact me by phone or by email. That said, email is probably not the fastest way to get a response from me. If you contact me via email, allow two days response time. So, if you have an urgent concern or question, it is best to contact me by phone.

Statement of Student Rights: This course syllabus may be viewed as a flexible contract between me and students. As such, students have the right to expect that the instructor will, to the greatest extent possible, remain true to the syllabus regarding course content, objectives, schedule, requirements, and assessment. Students do, however, move through content at different paces and it may be necessary to make modifications to this syllabus to accommodate individual students' and the class' needs. In this event, students will be notified in advance of any changes to the syllabus that may affect their preparation for class or an assessment.

Statement of Student Responsibilities: Given that the course syllabus may be viewed as an agreement between instructor and student, it outlines not only what can be expected of the instructor but also what is expected of students. Therefore, it is the responsibility of the student to attempt to understand its contents, seek any needed clarification, and accept the requirements and assessments outlined therein. Furthermore, it is the responsibility of students to seek assistance in meeting course objectives and completing course assignments whenever, and preferably as soon as, needed.

Appendix A

Candidate Proficiencies

Proficiencies assessed in FOUN 3000 are highlighted below and include all dispositions.

Competent professionals . . .

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

Committed professionals . . .

11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

Reflective professionals . . .

15. analyze past practices to stimulate ongoing improvement of future practices.

Appendix B

APA Style Guide

***** All of your written assignments require in-text citations and a concluding reference list. *****

APA Style

I encourage you to acquire a *Publication Manual of the American Psychological Association* (6th ed.). I am certain you will find it useful.

In-Text Parenthetical Citations, APA Style

Remember, the purpose of citations is to give the AUTHOR/SPEAKER/DIRECTOR/PRODUCER credit. Be sure, especially when citing from an edited volume, to cite **the person who wrote the text** (not the editor of the text).

When using a direct quote provide author(s), publication date, and page number(s) (for one page, use p. for more than one page use, pp.) at the end of the sentence in parentheses:

For example: This child has muscular dystrophy, which, according to the book *Teaching Exceptional, Diverse, and At-Risk Students*, "is a chronic disorder characterized by the weakening and wasting of the body's muscles" (Vaughn, Schumm, & Bos, 2006, p. 169).

Another example: According to Vaughn, Schumm, & Bos (2006) muscular dystrophy "is a chronic disorder characterized by the weakening and wasting of the body's muscles" (p. 169).

Another example: "Moreover, in the requirement that teachers make their content accessible, it is implied that they make it accessible *to their students*" (Andrzejewski & Davis, 2008, pp. 781-782).

When paraphrasing a main idea from another text, provide author and publication date in parentheses:

For example: He did stutter somewhat, but what was more noticeable to me was his inability to express his thoughts and ideas. Problems within these areas fall under the IDEA definition of communication disorders (Vaughn et al., 2006).

Another example: Vaughn et al. (2006) clarified that problems with these areas fall under the IDEA definition of a communication disorder.

Note: When citing a video, use the producer or director's name. When there is no producer or director listed in the full citation (see the end of this appendix), use the title of the video.

Examples: (Goodwin & Warzburg, 1993) or (*The common school movement: 1770-1890*, 2001)

This is the format you should follow for citing the debate summary as well.

Examples: (de Freitas, 2010) or (de Freitas, 2010, pp. 2-3)

Lectures – *Not listed in the reference list; in-text citations only.*
(Instructor, Course Lecture, Date)

(C. E. Andrzejewski, FOUN 3000 Deficit Thinking Lecture, January 6, 2009)

Class Discussion / Activities – *Not listed in the reference list; in-text citations only.*
(Name, Course Discussion, Date) or (Name, Activity Description, Date)

(R. Dickerson, FOUN 3000 Discussion, March 4, 2010)

(C. Andrzejewski, FOUN 3000 "Pie" Activity, September 10, 2011)

Debates; What you heard in class. – Not listed in the reference list; in-text citations only.
(Names, Course Debate, Date)

(R. Dickerson & J. Resha, FOUN 3000 Debate, September 19, 2008)

***** Debates Position Statements; What you read to prepare for a debate – Cite as you would any other text (e.g., a journal article). *****

Concluding Reference List, APA Style

References should be alphabetized **by author** (or producer or director or title (if there is no author, producer, or director)).

Books

Author, I. (year). *Title of book*. Location: Publisher.

Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw Hill.

Books – no author or editor

Title (edition). (year). Location: Publisher.

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Articles in Edited Books (such as *Diversity of Learners and Settings*)

Author, I. (year). Title of the article or chapter. In Editor's Names (Eds.), *Title of the book*. (page numbers).
Location: Publisher.

Wolanin, T. R. (2013). Students with disabilities: Financial aid policy issues. In M. Adams, W. J. Blumenfeld, C. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice*. (3rd ed., pp. 180 - 182). New York: Routledge.

Journal Articles

Author, I. (year). Title of the article. *Title of the Journal*, volume number (edition number), pages.

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

Videos

Name of producer (Producer), & Name of writer or director (Writer/Director or Writer or Director). (year). *Title of the movie: Including the subtitle* [Motion Picture]. Location: Distributor.

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion Picture]. United States: Paramount Pictures.

Websites

Title of the website. Retrieval date, location.

Electronic reference formats recommended by the American Psychological Association. Retrieved October 23, 2000, from <http://www.apa.org/journals.webref.html>

Debate Summaries

Author. (year). *Title of the summary*. (page number) Unpublished debate summary.

de Freitas, M. (2010). *Do Americans need a common identity?* (pp. 2-3) Unpublished debate summary.