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| **AUBURN UNIVERSITY**  Course Syllabus |

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| **1.** | **Course Number:** | FOUN 3000.003  Fall 2017 | **Course Title:** | Diversity of Learners and Settings |
|  | **Credit Hours:** | 3 semester hours | **Prerequisites:** | Sophomore standing |
|  | **Time and Location:** | Wednesdays 12:30-3:20PM  Haley 2468 | **Office Hours:** | By appointment  Haley 4075 |
|  | **Instructor:** | Dr. Elena Aydarova  [eza0029@auburn.edu](mailto:eza0029@auburn.edu)  334-844-7784 | **Graduate Assistants** | Heidi Tucker (service-learning) [hztoo11@auburn.edu](mailto:hztoo11@auburn.edu) |

1. **DATE SYLLABUS PREPARED:** August 2017
2. **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.

Gollnick, D. & Chinn, P. (2017). *Multicultural Education in a Pluralistic Society.* (10th ed.). Boston: Pearson.

1. **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.

The purpose of this course is to provide you with intellectual and conceptual tools for understanding the interaction between inequality and schooling. You will explore how students’ identities shape their experiences in educational settings and opportunities in the society at large. In order to gain deep insights into these processes, you will be invited to reconsider taken-for-granted assumptions about schools and students, to reason with evidence, and to develop empathy for those whose experiences might be different from yours. All of these skills will help you become a better educator in the future.

1. **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 identity markers: ethnicity, culture, language, socioeconomic status, gender and gender expression, sexuality, 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 self-regulation; 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.

1. Ability to state and implement the philosophy of service learning.
2. Ability to articulate the roles, functions and characteristics of professional educators in a democratic society.
3. Ability to state and understand major historical forces shaping American education.
4. Ability to state and understand major social and cultural forces that contributed to the movement for equality of educational opportunity in American education.
5. Ability to state and understand the interrelationship of cultural, historical, and social forces that contributed to the segregation of American education.
6. Ability to state and understand the educational construction of exclusion, oppression, and subordination.
7. Ability to state and understand the educational construction of freedom, opportunity, and social hope in diverse communities.
8. Ability to state and understand contemporary issues of racial discrimination in educational practice and policy.
9. Ability to state and understand contemporary issues of gender and sex discrimination in educational practice and policy.
10. Ability to state and understand contemporary issues of discrimination based on religion in educational practice and policy.
11. Ability to state and understand contemporary issues of social class discrimination in educational practice and policy.
12. Ability to state and understand contemporary issues of individuals with disabilities in educational practice and policy.
13. Ability to state and understand contemporary issues of multiculturalism in educational practice and policy.
14. 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 23**  Introduction | **Discussion:** Introduction to the Course  Service-Learning: Orientation |
| **Week 2**  **August 30**  Conceptual Foundations | **Readings**:   * Chapter 1 in *Multicultural Education* * Chapters 1, 2, & 4 in *Readings for Diversity and Social Justice*   **Due:**   * 5 images –Who Am I? * News clippings * My Cultural Awareness Profile: Dimension 2 |
| **Week 3**  **September 6**  Public Education in a Democratic Society | **Readings:**   * Chapter 1 in *Multicultural Education* * Chapters 6, 7, 130, & 131 in *Readings for Diversity and Social Justice*,   **Due:**   * My Cultural Awareness Profile: Dimension 3 |
| **September 11** | Last day to drop with the possibility of a refund and no grade assignment |
| **Week 4**  **September 13**  Linguistic Diversity and Linguicism | Readings:  * Chapter 7 in *Multicultural Education* * Chapters 19, 23, & 135 in *Readings for Diversity and Social Justice*   **Due:**   * My Cultural Awareness Profile: Dimension 4 * Artifact Analysis: Representations of Speakers of Other Languages in Media/Curriculum |
| **Week 5**  **September 20**  Religion and Religious Oppression | **Readings:**   * Chapter 8 in *Multicultural Education* * Chapters 43-46, 49, 50, 53, 56, & 58 in *Readings for Diversity and Social Justice*   **Due:**   * Artifact Analysis: Representations of People from Diverse Religious Backgrounds in Media/Curriculum |
| **Week 6**  **September 27**  Gender and Sexism | **Readings**:   * Chapter 4 in *Multicultural Education* * Chapters 60 & 62-71 in *Readings for Diversity and Social Justice*   **Due:**   * Artifact Analysis: Representations of Women in Media/Curriculum |
| **Week 7**  **October 4**  Sexual Orientation, Heterosexism, and Transgender Oppression | **Readings:**   * Chapter 5 in *Multicultural Education* * Chapters 61, 77-86, 90, 93, & 94 in *Readings for Diversity and Social Justice*   **Due:**   * Artifact Analysis: Representations of Members of LGBTQI Groups in Media/Curriculum |
| **Week 8**  **October 11**  Exceptionality and Ableism | **Readings:**   * Chapter 6 in *Multicultural Education* * Chapters 31, 95-99, 103-109, 111, & 113 in *Readings for Diversity and Social Justice*   **Due:**   * Artifact Analysis: Representations of People with Disabilities in Media/Curriculum |
| **Week 9**  **October 18**  Class and Classism | **Readings**:   * Chapter 3 in *Multicultural Education* * Chapters 25-30, 33, 35-37 in *Readings for Diversity and Social Justice*   **Due:**   * Artifact Analysis: Representations of People from Different Social Classes in Media/Curriculum |
| **Week 10**  **October 25**  Race and Racism | **Readings:**   * Chapter 2 in *Multicultural Education* * Chapters 8-11, 16-18, 20, 21, & 27 in *Readings for Diversity and Social Justice*   **Due:**   * Examples of how race matters across social institutions (education, labor market, criminal justice, media, housing) * Artifact Analysis: Representations of Racially and Ethnically Diverse People in Media/Curriculum |
| **Week 11**  **November 1**  School Discipline and School-to-Prison Pipeline | **Readings:**   * Chapter 10 in *Multicultural Education* * Chapter 5, 114-116, 120, 123, & 124 in *Readings for Diversity and Social Justice* * “The School to Prison Pipeline” by Marilyn Elias * “Are We Closing the School Discipline Gap?” by Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway (Executive Summary)   **Due:**   * Critical Incident Inventory |
| **November 3** | Last day to withdraw with no grade penalty |
| **Week 12**  **November 8**  School Finance | **Readings**:   * Chapter 9 in *Multicultural Education* * “Unequal School Funding in the United States” by Bruce Biddle and David Berliner * “Raising Inequity” by Maggie Messitt   **Due:**   * Cultural Autobiography |
| **Week 13**  **November 15**  Educational Reforms,  Standards, Standardized Tests, and Inequality | **Readings:**   * “Introduction: It’s Time to Put Pencils Down” by Wayne Au and Melissa Tempel * “A Child is Not a Test Score: Assessment is a Civil Rights Issue” by Monty Neill * “Coring Social Studies Within Corporate Education Reform” by Wayne Au |
| **November 17** | Service-Learning Reflection Due |
| **November 22** | **Thanksgiving Break – NO CLASS** |
| **Week 14**  **November 29**  **Teaching for Social Justice** | **Readings:**   * Chapter 11 in *Multicultural Education*   **Due:**   * Final Paper Draft for Peer Review |
| **December 1** | Service Learning Survey Due |
| **Week 15**  **December 6**  **Moving Forward** | **Readings:**   * Chapters 127 - 129, 132-134 in *Readings for Diversity and Social Justice*   **Due:**   * Final Paper |

**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-learning 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 service-learning 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 email 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.

**COURSE ASSIGNMENTS**

**Participation and Preparedness 20%**

Learning in this course requires active engagement with concepts, ideas, and experiences. In order to maximize your learning in this course, you are expected to come to each class having completed required readings and ready to contribute to class discussions. Substantive contributions include sharing thoughtful responses to readings, posing thought-provoking questions, critically analyzing own experiences, being actively involved in small group activities, responding to peers’ contributions, and building on class discussions. Some of the assignments, such as finding relevant news clippings and filling out Cultural Profile, will also count towards your participation grade.

**Pop-up Reading Quizzes 10%**

It’s important to read for understanding. Occasionally, there will be pop-up reading quizzes to check how deeply you have engaged with the assigned course readings. Come to each class prepared for a quiz with three to four open-ended questions that will ask you to summarize key points of the readings or address important elements of the arguments in any of the readings that were assigned for that week.

**Artifact Analysis 20%**

This assignment asks you to utilize critical thinking skills as you analyze media images or curriculum messages regarding various issues we cover in the course. This assignment is designed to challenge you to use your expanding critical repertoire to analyze the “hidden curriculum” that makes up our everyday lives. Once during the term you will need to work with 2-3 other classmates to take responsibility for teaching the rest of our class about an element of popular culture (advertisement, T.V. show, website, fashion trend, song, etc.) or a curricular artifact (textbook, school poster, a book selected for a reading program, etc.) that is associated with one of the course topics. Focus your analysis and presentation on one or more original artifacts you select from popular culture, everyday life, or local schools. Please, make sure that the analysis is completely yours. In other words, you cannot use a media analysis done by someone else that you find online. You will need to prepare a 20-minute presentation to help your classmates understand what your media artifact is, its content and its connections to other course readings and class themes. You will be responsible for leading some activity or discussion related to the issues you identify, as well as drawing connections between your media artifact and the topic of that class session.

**Schooling/Cultural Autobiography 20%**

Understanding how your personal experiences have shaped your own assumptions about teaching and learning is important to your development as an effective teacher of diverse learners. To that end, you will write an autobiography in which you will reflect on how your background and identity (race/ethnicity, social class, gender, sexuality, ability, language, religion, etc.) influenced your schooling experiences and what your schooling experiences taught you about your identity. You should draw on course readings and discussions to develop a more critical reading of your experiences for this paper.

**Final Paper 30%**

The culminating assignment in this course is a final paper. In this paper, you are expected to demonstrate an in-depth understanding of course topics and themes. You will do that by applying them to an analysis of either school-based case studies, your service learning experiences, or current debates in education. You will be asked to choose one of the options listed above and use course readings and discussions to formulate a position, develop an argument, and provide evidence to support your argument.

**Extra Credit**

If you are interested in improving your grade, you are welcome to complete an extra credit assignment. To get extra credit, you can attend a lecture pertaining to the contents of this course, read a book that deals with the issues we discuss, watch a documentary that further delves into the information presented to you, or participate in an activity that sheds additional light on the topics covered. One example of a relevant activity is Critical Conversations Speaker Series Event (the <http://wp.auburn.edu/sustainability/events/intellectual-diversity-and-the-exchange-of-ideas/>) that will take place on September 1. To receive credit for engaging in an extra credit activity you have to submit a two to three-page reflection that summarizes the event, shows what you learned by participating in it, and draws connections between what you learned and course themes. Please, discuss your plans with your instructor before you engage in any activities because not all choices you make are likely to count. Keep in mind, submitting an extra credit assignment does not automatically guarantee an increase in your grade. Your submission has to be of high quality.

**8. CLASS POLICY STATEMENTS:**

**Late Assignments: Hard copies of all assignments are due at the start of class.** For each day that an assignment is late, you will lose half a letter grade. If you know that you cannot submit your assignment on time, contact me ahead of time to set up an alternative deadline. You do need to have a valid excuse to receive an extension.

**Attendance**: Attendance is required; students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. In addition, unexcused absences, early departures, and late arrivals beyond one missed class (~150 minutes) will result in reduction of participation grade. That is, you may miss one class no questions asked. Beyond that, there is a point penalty for missing class without an approved excuse.

**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 whenever possible, 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/studentpoliciesa ) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>)

**Technology Use in Class:** No technology use is permitted unless it is necessary to complete a class assignment, in which case your instructor will give specific instructions for technology use. Please, silence and put away your cell phones. Turn off laptops and other electronic devices, unless you have instructor’s permission to access those for an activity or discussion. The use of electronic devices during class time will result in reduction of participation grade.

**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](https://sites.auburn.edu/admin/universitypolicies/default.aspx)). 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 present a hard copy of their approved accommodations and to arrange a meeting with the instructor as soon as possible. To set up this meeting, please contact me by email. 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](http://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

**Respect for Diversity**: *Auburn University Diversity Statement:* Diversity at Auburn University encompasses the whole human experience and includes such human qualities as race, gender, and ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. It is expected that all students in this course abide by and respect the AU Diversity Statement when working and interacting with classmates and the instructor.

**Syllabus:** The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

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 . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

1. 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)

**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