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| **AUBURN UNIVERSITY**  Course Syllabus |

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| **Course Number:** | FOUN 3000-DE2 | **Course Title:** | Diversity of Learners and Settings |
| **Credit Hours:** | 3 semester hours | **Prerequisites:** | Sophomore standing |
| **Time and Location:** | Synchronous Zoom | **Office Hours and Location:** | By appointment |
| **Instructor:** | Kate Durham, M.Ed  Kzh0089@auburn.edu  203-530-0477 (cell) | **Service-Learning:** | Brittany Foster  [bdf0016@auburn.edu](mailto:bdf0016@auburn.edu)  Office: Haley Center 4036 |

**DATE SYLLABUS PREPARED:** August 2022

**REQUIRED MATERIALS:**

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. (You’ll need a hard copy of this book.)

Gollnick, D. M., & Chinn, P. C. (2021). *Multicultural education in a pluralistic society*. (11th ed.). New York: Pearson. (This book is available digitally via All Access.)

**COURSE DESCRIPTION:** We will explore socio-cultural and individual differences. We will work to understand 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.

**COURSE ORGANIZATION:** Our work together this semester will be organized around the Learning for Social Justice Standards domains: Identity, Diversity, Justice, and Action. Our work will also be aligned to the AU College of Education conceptual framework and the Alabama Quality Teaching Standards, specifically standards 4 and 5: Diversity and Professionalism, respectively.

**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: ethnicity, culture, language, socioeconomic status, gender and gender expression, sexuality, religion, age, and ability;

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:** Students will…

1. Develop positive social identities based on their membership in multiple groups in society;
2. Develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups;
3. Recognize that people’s multiple identities interact and create unique and complex individuals;
4. Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people;
5. Recognize the traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces;
6. Express comfort with people who are both similar to and different from them and engage respectfully with all people;
7. Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups;
8. Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way;
9. Respond to diversity by building empathy, respect, understanding, and connection;
10. Examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified;
11. Recognize stereotypes and relate to people as individuals rather than representatives of groups;
12. Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination);
13. Analyze the harmful impact of bias and injustice on the world, historically and today;
14. Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics;
15. Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world;
16. Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias;
17. Recognize their own responsibility to stand up to exclusion, prejudice, and injustice;
18. Speak up with courage and respect when they or someone else has been hurt or wronged by bias;
19. Make principles decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure;
20. Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective; and
21. Articulate and follow a semester-long plan to successfully achieve an individually determined learning goal.

**COURSE ASSIGNMENTS**

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| **ASSIGNMENT** | **PRECENTAGE** |
| Schooling/Cultural Autobiography | 10% |
| Reading Quizzes | 20% |
| Journal/Participation | 25% |
| Vignette Responses | 25% |
| Final Paper | 20% |
| Service Learning | Satisfactory/Unsatisfactory |
| **Total** | **100%** |

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| --- | --- |
| 90%-100% of possible points | A |
| 80%-89% of possible points | B |
| 70%-79% of possible points | C |
| 60%-69% of possible points | D |
| <60% of possible points | F |

**Schooling/Cultural Autobiography**    **10%**

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.

**Reading Quizzes**  **20%**

It’s important to read for understanding. Occasionally, there will be reading quizzes most weeks to check how deeply you have engaged with the assigned course readings. Quizzes are due before class on that week’s readings. These quizzes will have 10 multiple choice questions and you will be able to attempt them twice with unlimited time. **Lowest two quizzes will be dropped.**

**Journal and Participation**  **25%**

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 Privilege and Disadvantage Inventory, will also count towards your participation grade. **Lowest two journals will be dropped.**

**Vignette Responses**   **25%**

This assignment asks you to utilize critical thinking skills as you analyze and respond to a situation on the main topics we cover in the course. This assignment asks you to apply the concepts you are learning in class to cases that capture inequalities in school realties. The prompt will direct you to imagine how you would respond to a situation that addresses race/ethnicity, social class, gender, sexuality, ability, or language within a school setting. You will submit your analysis and reflection on six vignettes throughout the semester. Please see assignment rubric on Canvas for further criteria.

**Final Paper**  **20%**

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 be asked to examine your vignette and journal responses and critically think about how you will take a stance in standing up for students. What steps will you take in your development as a social justice-oriented teacher to stand up for students who are in need? Please see assignment rubric on Canvas for further criteria.

**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 (Brittany Foster). **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 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 CALENDAR**

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| **TOPIC & WEEK** | **READINGS** | **ASSIGNMENTS DUE** |
| **Week 1**  August 16th  Orientation & Naming | * Kohli & Solórzano (2012) in Canvas |  |
| **Week 2**  August 23rd  Identity | * Chapter 1 in ME * Chapters 1, 2, & 6 in RDSJ | * Week 2 Reading Quiz * Journal Entry 1 |
| **Week 3**  August 30th  Intersectionality | * Chapter 4 in ME * Chapters 3, 27, 74, & 129 in RDSJ | * Week 3 Reading Quiz * Journal Entry 2 |
| September 6th Last day to drop with the possibility of a refund and no grade assignment | | |
| **Week 4**  September 6th  Privilege & (Implicit) Bias | * Chapters 11, 41, 44, 62, 79, 93, 98, & 114 in RDSJ | * Schooling/Cultural Autobiography Paper * Journal Entry 3 |
| **Week 5**  September 13th  Exploitation & Powerlessness | * Chapter 5 in ME * Chapters 5, 7, 8, 10, 26, & 116 in RDSJ | * Week 5 Reading Quiz * Journal Entry 4 |
| **Week 6**  September 20th  Marginalization & Cultural Imperialism | * Chapter 8 in ME * Chapters 14, 43, 77, & 94 in RDSJ | * Vignette Response 1 * Journal Entry 5 |
| **Week 7**  September 27th  (Micro) Aggression & Violence | * Chapter 10 in ME * Chapters 61, 64, 71, 88, 99, & 115 in RDSJ | * Week 7 Reading Quiz * Vignette Response 2 * Journal Entry 6 |
| **Week 8**  October 4th  Curriculum | * Chapter 11 in ME * Chapters 4, 9, 49, 58, & 80 in RDSJ | * Week 8 Reading Quiz * Journal Entry 7 |
| **Week 9**  October 11th  Achievement, Discipline, & Opportunity Gaps | * Chapter 6 in ME * Ladson-Billings, G. (2006) in Canvas * Chapters 25, 66, & 100 in RDSJ | * Week 9 Reading Quiz * Vignette Response 3 * Journal Entry 8 |
| **Week 10**  October 18th  School Integration & Inclusion | * Chapter 2 in ME * Chapters 52, 95, & 135 in RDSJ | * Week 10 Reading Quiz * Journal Entry 9 |
| **Week 11**  October 25th  School Funding & Zoning | * Chapter 3 in ME * Chapters 33 & 42 in RDSJ | * Week 11 Reading Quiz * Vignette Response 4 * Journal Entry 10 |

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| **TOPIC & WEEK** | **READINGS** | **ASSIGNMENTS DUE** |
| **Week 12**  November 1st  Policy Barriers | * Chapter 9 in ME * Chapters 23, 24, 63, 84, 113, 124, 130, & 131 in RDSJ | * Week 12 Reading Quiz * Journal Entry 11 |
| **Week 13**  November 8th  Work of Teachers | * Chapter 7 in ME * Chapters 45, 51, 90, & 109 in RDSJ | * Week 13 Reading Quiz * Vignette Response 5 * Journal Entry 12 |
| **Week 14**  November 15th  Taking Action | * Grantham, T.C. (2011) in Canvas | * Vignette Response 6 * Journal Entry 13 |
| November 18th Last day to withdraw from course with no grade penalty | | |
| November 21st- 25th Thanksgiving Break | | |
| **Week 15**  November 29th  Wrapping Up | NO CLASS | * Final Paper Due by 11:59pm |

\*Course schedule subject to change at instructors' discretion

**CLASS POLICY STATEMENTS:**

**Late Assignments: All assignments are due by Monday at midnight, unless otherwise indicated.** Quizzes will not be accepted late. However, all other assignments will be accepted up to 5 days late, with a 5% penalty per day.

**Attendance**: There are no synchronous meetings for this course. Your attendance will be gauged by your online presence and participation in small group discussions.

**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/studentpolicies](http://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](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 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 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. Because this class meets via Zoom, it is important that your workspace be appropriate for classroom instruction and free from all visual, auditory, and any other distractions. (I do understand that life happens, and some things are beyond our control. However, as a general practice we will follow these guidelines.) 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.

**Instructor Assistance:** The instructor’s purpose is to help students do the very best they can 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. Although I rarely require it, please allow two days for me to respond to emails. If you have an urgent concern or question, it may be best to contact me by phone. Text messages are an acceptable form of communication. However, please be mindful of the time and manner in which you are texting.

**Statement of Student Rights:** This course syllabus may be viewed as a flexible contract between me and you. 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.