1. **Course Number:**   FOUN 3000-001 Spring 2010
   Course Title: Diversity of Learners and Settings
   Credit Hours: 3 semester hours (LEC 2, LAB 3)
   Prerequisites: Sophomore standing

2. **DATE SYLLABUS PREPARED**: January 2010

3. **TEXTS OR MAJOR RESOURCES:**

   ### Required:

   Howard, Gary. (2006) *We can't teach, what we don't know*. New York, NY: Teachers
       College Press.
   Kaminsky, James, King, Kimberly, and Watts, Ivan. (2004). *Diversity of Learners and
       Settings*. 2 ed. Boston, MA: Pearson Custom Publishing.
   Spring, Joel. (2008). *American education*. (13 edition) New York, NY: McGraw-Hill.

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 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 world view and their view of education.

   ### 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; learning environment; oral
   and written communication; cultural, ethnic and social diversity; language diversity;
   general issues; and professionalism.

Create appropriate, challenging and supportive learning opportunities for students through participation in service learning.

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: **January 11** Introduction to FOUN 3000	Introduction FOUN 3000 Syllabus review, Course orientation, **Lecture: Diversity of learners and settings: Orientation**
Week 2 **January 18** Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities in service to the community	Introduction to Teaching and Service Learning: a. Into to the practice of service learning. b. Identify the assumptions of the service learning's philosophy **Video:** The Bottom Line in education, 1980 to the present. Public Broadcasting System. **Lecture: The teaching profession and service learning** Readings: Kielsmeier, James C. A time to serve, a time to learn (*Diversity of Learners and Settings*) Spring, Joel. (2008) The profession of teaching. In *American education* Chapter 8, pp. 245 - 279. (Text) Thompson, Audrey. Surrogate family values (*Diversity of Learners and Settings*) (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 3: **January 25** Teacher's responsibilities in a democracy Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country	**Discussion Questions:** *What kinds of educational values/rights are most significant in a democratic society?* **Lecture: The goals of public education** **Video:** School: The Common School Movement, 1770-1890 The Public Broadcasting System **Readings:** ☐ Darling-Hammond, Linda (2004). The right to learn and the advancement of teaching (*Diversity of Learners and Settings*) ☐ Noddings, Nel. (2004). Renewing democracy in schools. (*Diversity of Learners and Settings*) ☐ Spring, Joel. (2008) The goals of public schooling, In *American education* Chapter 1, pp. 3 - 36. (text)

	☐ Spring, Joel, The ideology and politics of the common school (*Diversity of Learners and Settings*) (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 4: **February 1** Democracy and the Individual in Public education Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country	**Discussion Questions:** *Does everyone (rich and poor; Red and Yellow Black and White) enjoy equal educational opportunity? In what ways are the changing demographics effecting social/political/economic aspects of American democracy?* **Video:** School: As American as Public School, 1900-1950. The Public Broadcasting System **Lecture: Common School Movement: Equality of Educational Opportunity** **Readings:** ☐ Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don't fit them. (*Diversity of Learners and Settings)* ☐ Spring, Joel. (2008) Equality of educational opportunity, Chapter 2, pp. 37 -79 (text) (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 5: **February 8** Political Forces Shaping education and Teaching Specify the contemporary concepts, assumptions, current issues, that set the ground work for the desegregation of American Schools and the deconstruction of social and cultural exclusion	**Discussion Questions:** What were the initial goals of the common school? What groups benefited from the presence of these schools and which groups did not? Why did the public schooling develop in this country? How did the Roberts case contribute to the educational desegregation? **Video: School**: A Struggle for educational Equality: 1950-1980 –PBS **Lecture: Equality of educational opportunity** **Readings:** ☐ Anderson, James. The education of Blacks in the South, 1860-1935 (*Diversity of Learners and Settings*) ☐ Darling-Hammond, Linda (2004) New Standards and Old Inequalities (*Diversity of Learners and Settings*) ☐ Howard, G. (2006). *We Can't Teach What We Don't Know* Pp. 1- 52 ☐ Pearlstein, Daniel. Minds stayed on Freedom (*Diversity of*

	Learners and Settings
	(290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i)

Week 6: **February 15** Forces Shaping the Structure of Public education -- race (continued) State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination.	**Discussion Questions:** How do the different theoretical perspectives explain social difference, racial discrimination, and exclusion? **Lecture: Equality of educational opportunity** **Video: Eyes on the prize: Fighting back** **Readings Due**: ⬜ Howard, G. (2006). *We Can't Teach What We Don't Know* Pp. 53 - 86. (Text) ⬜ Kozol, J. (1991). Other People's Children. (*Diversity of Learners and Settings)* ⬜ Spring, Joel. (2008) Equality of educational opportunity. In *American education* Chapter 3, Pp. 80 - 99. (Text) (290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i)
Week 7: **February 22** Forces Shaping the Structure of Public education – Identify the social and cultural issues of the First Amendment's "establishment clause" for moral education	**Discussion Questions:** Values education: In what ways do notions of morality shape teacher behavior? What are the ramifications for diverse student populations? What moral instruction is appropriate for American children in its public schools? **Video: School Prayer** **Lecture: The Supreme Court religion and school prayer** **Readings due** ⬜ Spring, Joel. (2008) The courts and the schools. In *American education* Chapter 10, Pp. 312 - 346. (Text) (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 8: **March 1**	**Discussion Questions:** How are schools funded differently?

Educational Funding and Student Differences in the Classroom – Specify how adequacy funding attempts to address the performance differential of socio-economic difference	What is the educational significance of differential funding? How is it possible for funding differentials to compromise equality of educational opportunity? **Video: Children in America's Schools (South Carolina educational Television) – First segment** **Lecture: Local Control and school finance** **Readings Due:** □ Odden and Picus Introduction and overview of school finance. *(Diversity of Learners and Settings)* □ Spring, Joel. (2008) The courts and the schools. In *American education* Chapter 10, Pp. 346 - 348. (Text) □ (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 9: **March 8** Poverty: Student Differences in the Classroom (continued) Specify how adequacy funding attempts to address the problems of poverty on educational achievement	**Discussion Questions:** What is high stakes-testing? What is the role of the Federal government in financial policy? In what ways do schools perpetuate inequality of opportunity? **Lecture**: Education and the State and National government **Video:** Children in America's Schools – The debate (Second sixty minutes) Readings Due: □ Allan Odden, The new school finance. *(Diversity of Learners and Settings)* □ Spring, Joel. (2008) Power and Control at the State and National Levels. In *American education* Chapter 7, 218 - 244. (Text) (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)

Week 10: **March 22** Equality of Educational Opportunity and Multiculturalism: Differences in the Classroom Specify with special reference to Native Americans, how student	**Discussion Questions:** **Equality of Educational Opportunity and Multiculturalism** **Lecture:** Multicultural curriculum What are American attitudes and values towards limited English proficient or LEP students? How do those attitudes influence school policy and disadvantage LEP students in the classroom? How do school policies, practices and programs perpetuate inequalities for multicultural students?

	Video: In the Whiteman's Image. Public Broadcasting System.
learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and culture	**Readings Due:** ☐ Marshall, Patricia L Hispanic/Latino/a American students. (*Diversity of Learners and Settings*) ☐ McKenna, Francis R. (1981). The Myth of Multiculturalism. (*Diversity of Learners and Settings*) ☐ Spring, Joel. (2008) Multicultural and multilingual education In *American education* Chapter 5, 153 - 179. (Text) (290-3-3.04 (3) (c)1.(ii); (290-3-3.04 (4)(c) 1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)

Week 11: **March 29** Handicapped & Social Relations in the Classroom Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently abled.	**Discussion Questions: Construction of inclusion** How are schools implicated in the construction of the differently-abled student? How does arguing from the standpoint of disability challenge the discourses of inclusion? In what ways does mainstreaming produce critical practices that challenge traditional educational procedures like tracking and standardized testing? **Videos:** Regular Lives: Public Broadcasting System and Educating Peter. **Readings Due:** ☐ Elizabeth Shaunessy. State policies regarding gifted education. (*Diversity of Learners and Settings* ☐ Ferguson. P. (1987). The Social Construction of Mental Retardation. (*Diversity of Learners and Settings*). ☐ Mara Sapon-Shevin, Gifted education and the protection of privilege. (*Diversity of Learners and Settings*) ☐ Spring, Joel. (2008) Students with disabilities. In *American education* Chapter 3, pp 107 - 121 (Text) (290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii)
Week 12: **April 5** Making a Difference for Women in Today's Classrooms Specify major factors in the deconstruction of the educational oppression,	**Discussion Questions:** Why is gender an important category in the social analysis of schools? How are gendered identities constructed within society and in schools? How do issues of race, class, sexuality, age, and ability influence the construction of gender? How do these discussions influence the role of women teachers? **Video: Half the People. (1999) Public Broadcasting System** Workshop: **How have educational systems changed to provide**

exclusion, subordination	**equality of educational opportunity for women?** **Readings Due:** □ Helen Lucey, et al., Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (*Diversity of Learners and Settings*) □ J. R. Martin. Reclaiming the ideal of an educated woman. (*Diversity of Learners and Settings*) □ Spring, Joel. (2008) Gender and income. In *American education* Chapter 2, 46 - 49. (Text) □ Spring, Joel. (2008) Sexism and education . In *American education* Chapter 3, pp 99 - 107. (Text) (290-3-3.04 (4)(c)1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)
Week 13 **April 12** Safe-learning environments Specify the relationships of hyper masculinity to school violence and bullying	**Discussion Questions** How do we construct safe, efficient, and resilient learning environment? **Lecture: Violent Culture** **Videos**: Tough Guise **Readings**: Handout (290-3-3.04 (2)(a) 1. (i); (290-3-3.04 (2)(c) 2. (i); (290-3-3.04 (2)(c)3.(i) (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)
Week 14: **April 19** .Safe-learning environments	**Discussion Questions** **School and rampage violence** What are the causes of youth violence: In what ways does American culture give rise to school violence? How can we explain rampage school shootings? If school violence is a manifestation of American culture, can you minimize occurrences? **Lecture: Effective strategies for constructing a safe school** **Video: Killer at Thurston High. Pubic Broadcasting System** (290-3-3.04 (2)(c)3.(i) **Readings due:** □Curtin, D and Robert Litke. Institutional Violence. (*Diversity of Learners and Settings*) □(Newman, Katherine S. Explaining rampage school shootings

	(*Diversity of Learners and Settings*)
Week 15 American Education **April 26**	**Lecture**: Education Week (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)
Week 16 **May 3**	**Final Exam Due**

7. COURSE REQUIREMENTS/EVALUATION:

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 assignments, fulfill a minimum of 25 hours at the service learning site, and satisfy the performance criteria set by the service learning coordinator. **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside.**

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 Fall or Spring 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.

DUE DATES FOR COURSE EVALUATION:

Take home exam 1	**20 points**	**available 2/8/10; due 2/22/10**
Take home exam 2	**20 points**	**available 3/22/10; due 4/5/10**
Take home final exam -	**40 points**	**available 4/19/10; due 5/3/10**
Book presentation	**20 points**	**see calendar**
TOTAL	**100 points**	

GRADING SCALE:

100 - 90 points	A
89.9 - 80 points	B

79.9 – 70 points	C
59.9 – 60 points	D
Below 59.9 points	F

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 PROCEDURES:

Turning in papers

All papers must be submitted on the Web through Blackboard and a hardcopy is due to the professor on the day it is due.

EVALUATION METHODS:

Participation (attendance): Everyone is expected to be ready for class and participate in class discussions. You are required to attend all classes. If you are absent you will lose two (2) points from your total point total for FOUN 3000 for each unexcused absence. If you miss more than five classes, **including excused absences**, you will be assigned a grade of "FA" unless you withdraw from the course prior to midterm or receive approval after midterm to withdraw because the majority of absences are excused. **You are expected to have read materials before coming to class. You are also responsible for reading all the materials whether it is discussed or not.**

Examinations 1 & 2:

Clearly **indicated your name, section, and instructor on the cover sheet of your paper.**

Paper questions will be distributed onThursdays. Due date for the papers will be announced in class and on the syllabus. Students will provide the professor with a hard copy, as well as, submit paper through **Blackboard**. All papers should be typed, double-spaced, have a cover sheet and proof read. You must integrate course readings into your paper. If you use materials from outside of the class, a bibliography should be attached to the paper. <u>A stapled copy of your paper should be submitted in class on the assigned due date.</u>

Final Examination:

The final examination will be a take home examination. It is worth forty five (40) points. This is a comprehensive question that will ask you to draw upon readings, lecture and video material from the entire course.

On the cover sheet identify your **final examination** with **your name, section number, and instructors name.**

All final examinations must be submitted the last day of class (the date due is specified in your syllabus).

Book Presentation

Group-Led Book Discussion: On the first day of class, you will be organized into a group and assigned a book to read. Your group should anticipate meeting a minimum of three times throughout the semester. During this time, you should critically discuss the topic and the relevance of course materials to issues raised on the topic. For the presentation, your group should identify at least <u>three</u> themes central themes from additional materials/resources (i.e., articles, books and video's) your group has researched. Examples from your research should be integrated only as a way of illustrating the relevance of the themes and overall argument. In addition, you should connect the discussion to the readings assigned on the day of the presentation. **A detailed outline of your presentation should be given to the professor on the day of the presentation.**

8. CLASS POLICY STATEMENTS:

Late Assignment Guidelines:

Due: All assignments are due at the start of class.

Late examinations: Late short answer examinations will result in an assignment grade that is lowered 10% per day. For, example, a paper that is turned in one day late and results in a grade of "100%" will be lowered to a "90%". Similarly, a response paper that is turned in two days late and results in a grade of "100%" will be lowered to an "80%". **No paper will be accepted after the second late day, and will result in a zero (0) for that assignment.**

Late final examination Late final examinations will result in an assignment grade that is lowered 20% per day. For, example, a paper that is turned in one day late and results in a grade of "100%" will

be lowered to a "80%". Similarly, a response paper that is turned in two days late and results in a grade of "100%" will be lowered to "60%". **No paper will be accepted after the second late day, and will result in a zero (0) for that assignment.**

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also **Tiger Cub** for rules on academic honesty.

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 text citations should be used (Kozol, 1988, p. 22). If the material is paraphrased, (Kozol, 1988) 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 is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is "zero points" for the assignment. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else as yours or work that you have submitted for another class to satisfy a requirement of FOUN 3000.**

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 beeper or cell phone calls during class, leaving class early or coming to class late, eating in class, disrupting instructional discourse, doing assignments for other classes, reading the paper, sleeping, and engaging in other activities that detract from the classroom learning experience.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College'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

Students with Disabilities: If you are a student with a disability, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844-2096 to identify with the Program of Students with Disabilities and the courses' instructor to determine what accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo

but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Appendix A

Candidate Proficiencies

Proficiencies assessed in FOUN 3000 are highlighted below and include all dispositions. When applicable, ratings are based on specific indicators from the Alabama Quality Teaching Standards delineated on the previous page.

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.

Style Guide

Citations, APA Style

In-text direct quotes provide author(s), publication date, and page number at the end of the sentence in ( ):

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, pp.169).

Refering to a main idea from another text, provide author and publication date in ( ):

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 a communication disorder (Vaughn, et.al., 2006).

Reference page, modified APA Style

Author. Date. Title of Book. Location: Publisher

Spring, Joel. (1994). American Education (2nd ed.). Boston, MA: McGraw-Hill College.

Book – no author or editor

Anonymous. (2002). Readings in education. Boston, MA: Pearson Custom Publishing.

Article in an edited book

McKenna, Francis R. (2002). The myth of multiculturalism and the reality of the American Indian in contemporary America. In Kaminsky, J. King, Kimberly, and Watts, Ivan (Eds.), Diversity of learners and settings. (pp. 343 - 351). Boston, MA: Pearson Custom Publishing.

Citations, MLA Style

In-text direct quotes and main ideas provide author and page number. If author is in the sentence, then only page number in ( ):

For example: It was baffling to discover the common knowledge that the lady lacked. She made me think of the people Paulo Freire calls the oppressed who "act like machines whose motions are predetermined by the oppressors" (149).

For example: As James Kielsmier points out, young people need to be involved with children in the school setting because of the benefit that both teachers and students get out of it (3).

Reference page, MLA style:

Author(s) or editor(s). The complete title edition. Place of publication: Shortened name of the publisher, date of publication. Pages (if article or chapter).

Kielsmier, James. "A Time to Serve, A Time to Learn." Diversity of Learners and Settings. 2rd Ed. Ed. James Kaminsky, Kimberly King, and Ivan Watts. USA: Pearson Custom, 2004. 3-10.

Spring, Joel. Wheels in the Head. New York: McGraw-Hill, 1994.

Lecture

(Kaminsky. FOUN 3000. July 15, 2006)