

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

AUBURN UNIVERSITY Course Syllabus
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1. Course Number:	FOUN 3000-005 Autumn 2009	Course Title:	Diversity of Learners and Settings
Credit Hours:	3 semester hours	Prerequisites:	Sophomore standing
Time and Location:	Thursday 12:30-3:15pm Haley Center 3226	Office Hours and Location:	Tuesdays: 1:30-3:30 Wednesdays: 1:30-3:30 Thursdays 3:30-4:30 Haley Center 4054

2. DATE SYLLABUS PREPARED: January 2010

3. TEXTS:

Howard, G. (2006). *We can't teach, what we don't know*. New York: Teachers College Press.
 Kaminsky, J. S., King, K. L., & Watts, I. E. (Eds.) (2004). *Diversity of learners and settings*. (2 ed.). Boston: Pearson Custom Publishing.
 Spring, J. (2008). *American education*. (14 ed.) New York: 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 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; 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 January 14 Introduction	Debate: Sign Up Discussion: Diversity of learners and settings: Orientation
Week 2 January 21 The Current State of Teaching	Debate: Can the public schools produce good citizens? Video: <i>School: The Common School Movement, 1770-1890</i> Discussion: The teaching profession and service learning Readings Due: Required: <ul style="list-style-type: none"> • Debate Summary – Can the public schools produce good citizens? (Blackboard) • Spring, J. (2008) The profession of teaching. Chapter 8.

	<p>(<i>American Education</i>)</p> <ul style="list-style-type: none"> Kielsmeier, J. C. (2004) A time to serve, a time to learn. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote and rationale due by midnight on Wednesday (1/20) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 3 January 28</p> <p>Democratic Education</p>	<p>Debate: Do Americans need a common identity?</p> <p>Video: <i>School: The Common School Movement, 1770-1890</i>, cont.</p> <p>Discussion: The goals of public education</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> Debate Summary – Do Americans need a common identity? (Blackboard) Spring, J. (2008). The goals of public schooling, Chapter 1. (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> Darling-Hammond, L. (2004) The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. (<i>Diversity of Learners and Settings</i>) Noddings, N. (2004) Renewing democracy in schools. (<i>Diversity of Learners and Settings</i>) Spring, J. (2004) The ideology and politics of the common school. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote and rationale due by midnight on Wednesday (1/27) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 4 February 4</p> <p>Education and the Individual</p> <p>* Last day to withdraw with no grade assignment is 2/1</p>	<p>Debate: Should the curriculum be standardized for all?</p> <p>Video: <i>School: As American as Public School, 1900-1950</i></p> <p>Discussion: Common School Movement: Equality of Educational Opportunity</p> <p>Readings Due:</p> <ul style="list-style-type: none"> Debate Summary – Should the curriculum be standardized for all? (Blackboard) Deschenes, S. et al. (2004) Mismatch: Historical perspectives on schools and students who don't fit them. (<i>Diversity of Learners and Settings</i>) Spring, J. (2008) Equality of educational opportunity. Chapter 2. (<i>American Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote and rationale due by midnight on Wednesday (2/3) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>

<p style="text-align: center;">Week 5 February 11</p> <p>Desegregation in Schools</p>	<p>Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds?</p> <p>Video: <i>Eyes on the Prize: Fighting Back</i></p> <p>Discussion: Equality of educational opportunity</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Can schools close the achievement gap between students from different ethnic and racial backgrounds? (Blackboard) • Howard, G. (2006) <i>We Can't Teach What We Don't Know</i> Pp. 1- 52. <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Anderson, J. (2004) The education of blacks in the South, 1860-1935 (<i>Diversity of Learners and Settings</i>) • Darling-Hammond, L. (2004) New standards and old inequalities (<i>Diversity of Learners and Settings</i>) • Pearlstein, D. (2004) Minds stayed on freedom (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (2/10) <p>(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)</p>
<p style="text-align: center;">Week 6 February 17</p> <p>Race and Education</p>	<p>Debate: Do minorities and whites engage in self-segregation?</p> <p>Video: <i>Eyes on the prize: Fighting back, cont.</i></p> <p>Discussion: Equality of educational opportunity</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Do minorities and whites engage in self-segregation? • ? (Blackboard) • Howard, G. (2006). <i>We Can't Teach What We Don't Know</i> Pp. 53 - 86. • Spring, J. (2008) Equality of educational opportunity. Chapter 3, Pp. 61-70 (<i>American Education</i>) • Yamato, G. (2004) Something about the subject makes it hard to name (<i>Diversity of Learners and Settings</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Kozol, J. (1991) Other people's children (<i>Diversity of Learners and Settings</i>) • Sleeter, C. E. (2004) How white teachers construct race (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (2/16) <p>(290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-</p>

	3.04(4)(c)5.(i)
<p>Week 7 February 25</p> <p>Religion and Schools</p>	<p>Debate: Should moral education be part of the school curriculum? Video: <i>School Prayer</i> Discussion: The Supreme Court, religion, and school prayer Readings Due:</p> <ul style="list-style-type: none"> Debate Summary - Should moral education be part of the school curriculum? (Blackboard) Spring, J. (2008) The courts and the schools. Chapter 10, Pp. 249-282 (<i>American Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote due by midnight on Wednesday (2/24) Must have completed at least 2 reflections! <p>(290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 8 March 4</p> <p>School Finance</p> <p>*Last day to withdraw with no grade penalty is 3/3.</p>	<p>Debate: Can federal initiatives save failing schools? Video: <i>Children in America's Schools</i> Discussion: Local Control and school finance Readings Due:</p> <ul style="list-style-type: none"> Debate Summary – Can federal initiatives save failing schools? (Blackboard) Odden & Picus (2004) Introduction and overview of school finance (<i>Diversity of Learners and Settings</i>) Spring, J. (2008) The courts and the schools. Chapter 10, Pp. 282-283 (<i>American Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote and rationale due by midnight on Wednesday (3/3) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 9 March 11</p> <p>Poverty</p>	<p>Debate: Do high-stakes assessments improve learning? Video: <i>Children in America's Schools, cont.</i> Discussion: Education and the State and National government Readings Due:</p> <ul style="list-style-type: none"> Debate Summary – Do high-stakes assessments improve learning? (Blackboard) Odden, A. (2004) The new school finance (<i>Diversity of Learners and Settings</i>) Spring, J. (2008) Power and control at the state and national levels. Chapter 7. (<i>American Education</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Debate vote and rationale due by midnight on Wednesday (3/10) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
Spring Break	
<p>Week 10 March 25</p>	<p>Debate: Should English immersion replace bilingual education? Video: <i>In the Whiteman's Image</i> Discussion: Multicultural curriculum</p>

<p>Multiculturalism and Multilingualism</p>	<p>Readings Due: Required:</p> <ul style="list-style-type: none"> • Debate Summary – Should English immersion replace bilingual education? (Blackboard) • Spring, J. (2008) Multicultural and multilingual education. Chapter 5 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Garcia, E. (2004) An ecology of family, home, and school (<i>Diversity of Learners and Settings</i>) • Marshall, P. L. (2004) Hispanic/Latino/a American students. (<i>Diversity of Learners and Settings</i>) • McKenna, F. R. (1981) The myth of multiculturalism. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (3/24) <p>(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)</p>
<p>Week 11 April 1</p> <p>Inclusion</p>	<p>Debate: Is full inclusion always the best option for children with disabilities? Videos: <i>Educating Peter</i> Discussion: Construction of Inclusion Readings Due: Required:</p> <ul style="list-style-type: none"> • Debate Summary – Is full inclusion always the best option for children with disabilities? (Blackboard) • Spring, J. (2008) Students with disabilities. Chapter 3, Pp. 72-82 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Shaunessy, E. (2004) State policies regarding gifted education (<i>Diversity of Learners and Settings</i>) • Ferguson, P. (2004) The social construction of mental retardation (<i>Diversity of Learners and Settings</i>) • Sapon-Shevin, M. (2004) Gifted education and the protection of privilege (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (3/31) <p>(290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii)</p>
<p>Week 12 April 8</p> <p>Girls in School</p>	<p>Debate: Are single-gender classes necessary to ensure equal educational opportunities for boys and girls? Video: <i>Killing Us Softly</i> Discussion: How have educational systems changed to provide equality of educational opportunity for women? Readings Due:</p>

	<p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Are single-gendered classes necessary to ensure equal educational opportunities for boys and girls? (Blackboard) • Spring, J. (2008) Gender and income. Chapter 2, Pp. 39-41 (<i>American Education</i>) • Spring, J. (2008) Sexism and education. Chapter 3, Pp. 70-72 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Lucey, H. et al. (2004) Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (<i>Diversity of Learners and Settings</i>) • Martin, J. R. (2004) Reclaiming the ideal of an educated woman. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (4/7) • Must have completed at least <u>4</u> reflections! <p>(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)</p>
<p>Week 13 April 15</p> <p>Safe Schools</p>	<p>Debate: Are male teens more aggressive than female teens?</p> <p>Videos: <i>Tough Guise</i></p> <p>Discussion: Bullying</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Debate Summary – Are male teens more aggressive than female teens? (Blackboard) • Handout (Blackboard) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (4/14) <p>(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)</p>
<p>Week 14 April 22</p> <p>School Violence</p>	<p>Debate: Can a zero-tolerance policy lead to safe schools?</p> <p>Video: <i>Killer at Thurston High</i></p> <p>Lecture: Effective strategies for constructing a safe school</p> <p>Readings due:</p> <p>Required:</p> <ul style="list-style-type: none"> • Debate Summary – Can a zero-tolerance policy lead to safe schools? (Blackboard) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Curtin, D. and Litke, R. (2004) Institutional violence. (<i>Diversity of Learners and Settings</i>) • Newman, K. S. (2004) Explaining rampage school shootings (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Debate vote and rationale due by midnight on Wednesday (4/21)

	(290-3-3.04 (2)(c)3.(i))
Week 15 April 29	No Class – Use this time to work on your final. Assignments Due: <ul style="list-style-type: none"> • Must have completed at least 5 reflections! (Submit your reflections to my office, 4054 Haley Center.)
Final Week May 6	FINAL DUE!!! 5:00pm in 4054 Haley Center

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 assignments, fulfill a minimum of 25 hours at the service learning site, and satisfy the performance criteria set by the service learning coordinator (Ms. Chenentra Bradley). **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.

DUE DATES FOR COURSE ASSESSMENTS:

Preparedness	60 points	4 points per class meeting.
Participation in 2 Debates	80 points	For dates, refer to debate schedule.
5 Productive Reflections	100 points	Reflections can be submitted each week (weeks 3-15). See Course Schedule.
<u>Summative Glossary</u>	<u>60 points</u>	<u>Due 5/6 by 5:00pm.</u>
TOTAL	300 points	

GRADING SCALE:

300 - 270 points	A
269.9 - 240 points	B
239.9 - 210 points	C
209.9 - 180 points	D
Below 179.9 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 METHODS:

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. Throughout the semester there are 17 Thursdays creating 17 opportunities for you to participate. Each class there will be an activity that will be graded. For each activity you can receive 0-4 points based on whether you've demonstrated you've completed the readings and/or you actively participated in class. Your task, throughout the quarter is to try to accumulate up to 60 preparedness points. There are more points available than you need to acquire – to allow for a rare absence.

Most weeks your preparedness points will be earned by posting your debate vote and your rationale for your vote on Blackboard. Your votes and rationales will be posted each week in a "quiz" under "Assessments." Your vote is worth .5 point, and the rationale is worth 2.5 points. To earn full credit for your rationale, you must refer to and cite at least 3 ideas from the reading for that week thereby demonstrating that you have completed the assigned reading, including the debate issue summary. You will earn the remaining preparedness point by participating in class.

Debates: See handout regarding the debates (Appendix C).

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 and in-class videos can help us do that. Five 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 one week's material, your reflection is due at the start of the following class. Reflections will be graded on the extent to which they 1) specifically reference ideas from the course material (4 points), 2) are accurate to the course material (4 points), 3) are integrative in the sense that they combine ideas from the text(s), our discussions, in-class activities, videos, and/or your personal experiences (4 points), and 4) are self-oriented and future-focused (8 points). See handout regarding productive reflections for more information (Appendix D).

Summative Glossary: Your glossary is your opportunity to share with me what you believed to be the most important ideas covered in the class. This is a summative assessment, and as such, it should communicate to me what you have learned. See handout regarding the annotated glossary (Appendix E).

8. CLASS POLICY STATEMENTS:

All assignments are due at the start of class.

Late Assignments: Late summative glossaries 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 an "80%". Similarly, a paper that is turned in two days late and results in a grade of "100%" will be lowered to "60%". **You must submit a hard copy to me.**

Productive reflections are due at the start of the following class meeting (e.g. the reflection regarding course material discussed in class on 3/4 is due 3/11). Late reflections will not be accepted. In addition, you may not write a reflection about a class meeting that you did not attend.

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.

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 *Tiger Cub* for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. 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 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. The consequence for a violation of the Auburn University Academic Honesty Code and will be treated as such according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of FOUN 3000.**

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 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 beeper or cell phone calls during class, leaving class early or coming to class late, eating in class (although this is negotiable), disrupting instructional discourse, doing assignments for other classes, sleeping, and engaging in other activities that detract from the classroom learning experience.

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 the instructor and the students in the class. 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 for the instructor 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.

APA Style Guide

APA Style

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

Citations, APA Style

Remember, the purpose of citations is to give the AUTHOR 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 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, 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).

When paraphrasing 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 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.

Reference page, APA Style

References should be alphabetized **by author**.

Books

Author. (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.

Article in an edited book (such as *Diversity of Learners and Settings*)

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

McKenna, F. R. (2002). The myth of multiculturalism and the reality of the American Indian in contemporary America. In J. S. Kaminsky, K. L. King, & I. E. Watts (Eds.), *Diversity of learners and settings*. (pp. 343 - 351). Boston: Pearson Custom Publishing.

Journal Articles

Author. (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.

Lectures – Not listed in the reference list.

(Instructor, Course Lecture, Date)

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

Class Discussion – Not listed in the reference list.

(Name, Course Discussion, Date)

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

Debates; What you *heard* in class. – Not listed in the reference list.

(Debaters' Names, Course Debate, Date)

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

Debates; What you *read* to prepare for a debate – Cite as you would any other text.

There is a list of citations for the videos shown in this class on Blackboard. There is also a list of citations for the debate issue summaries. Please reference these lists so that you accurately cite videos and debates from class.

Appendix C

Taking Sides: Debating Controversial Educational Issues.

The purpose of debating is four-fold:

- 1) To portray educational theories in their complexity. Generally, there is empirical evidence for and against each theory. Our goal is to be critical consumers of the empirical evidence and decide which theory is more useful.
- 2) To create a learning format where students share the responsibility for *teaching* content. Participating students must read the evidence supporting their side of the argument, read the chapters in the texts, and construct a persuasive argument to support their side. This does not mean merely reading the given materials to the class. Instead, debaters must synthesize materials from class with the materials provided specifically for the debate. Additionally, as debating is fundamentally a teaching activity, debaters will be required to provide some kind of visual and a handout to better enable their classmates to grasp their argument.
- 3) To create a learning format where students have to *articulate* their understanding of a complex issue. Debate formats are challenging because they require integration (pulling information from a variety of sources), evaluation (prioritizing information), perspective taking (anticipating alternative views as well as the perspective of the audience), and constructing a verbal argument that takes a (sometimes unpopular) position.
- 4) To provide a meaningful context for *reading* the text and understanding the theories. These debates are meant to be provocative! Concepts from the text, research findings etc. can, and should, be used in support of your argument.

The format of each debate will be:

- 1 minute (class pre-votes; results are revealed)
- 2 minutes (pro) introduction / 2 minutes (con) introduction
- 5 minutes argument 1 (pro) / 5 minutes argument 1 (con)
- A few moments for each side to strategize before beginning the rebuttals
- 5 minutes rebuttal (con) / 5 minutes rebuttal (pro)
- 2 minutes (con) closing / 2 minutes (pro) closing
- 1 minute (class post-votes: Are you pro or con? Did your perspective change?)

The pre-vote will determine the order in which the debate occurs. Those who have the disadvantage in terms of the voting (i.e., those whose position receives fewer votes) will have the advantage in the order of the debate (i.e., introduce and argue first; rebut and close last).

You will debate in teams of two. Each member of the team must participate *equally*. Thus, the team will need to work out who introduces, argues, rebuts, and concludes. All debates are drawn from a series titled *Taking Sides*. In preparation, each team will receive, in addition to the issue summary that everyone in the class can access via Blackboard, their side of the argument. Pro/Con teams can work together (which doesn't always make debating the issue easier; but can make anticipating the other side's argument easier). You must use **at least one visual aid** and provide a brief (**one side of an 8½ x11 inch**) handout for your classmates. **All sources should be cited appropriately in your visual aids and handouts as well as during the debate itself.**

Debate Assessment:

Each debate is worth 40 points, for a total of 80 points over the course of the semester.

- **Self-Assessment** – You must set individualized goals for the debate and personally assess the extent to which you met your goals. For your first debate, you must also document your plans for engaging in your second debate. For your second, you must draft a brief statement comparing your experiences in the two debates. (10 points)
- **Peer-Assessment** – Given that you are reliant on a peer to help you in your debate, it seems only fair that you have an opportunity to evaluate formally the extent to which your partner pulled her/his weight and made a valuable contribution to your argument and presentation. (10 points)
- **Evaluation** – These points will be earned based on the level of thoughtfulness used in completing the self- and peer-assessment. Be sure to justify the grades you assign to yourself and to your partner. Be sure to document reasonable goals and to reflectively assess the degree to which you and your partner met them. (5 points)
- **Instructor-Assessment** – These points will be earned based on the degree to which you meet the requirements of the debate assignment. (15 points)
 - **Appropriate use of allotted time**—The debates are designed to last 30 minutes, and it is difficult to do them well in much less time than that. Do not go over your allotted time, but also be sure to use adequate time to address the objectives of the assignment (2 points)
 - **Use of visual aid**—Your visual aid should be clearly related to your argument, and it should help your classmates understand your message. Be sure to check your visual aid for correct spelling and grammar as well as appropriate citations. (3 points)
 - **Class handout**—Your handout (not more than one side of an 8½ x11 inch piece of paper) should summarize your argument for your classmate so that they leave with documentation of your key points. It should be different from your visual aid. Be sure to check your class handout for correct spelling and grammar as well as appropriate citations. (3 points)
 - **Incorporation of personal voice**—What you say during your debates should sound like you. You should not rely too heavily on the provided materials for the ‘script’ and you should not use language you don’t fully understand) (2 points)
 - **Integration of debate materials with class materials**—Remember part of your task during the debate is to teach your classmates about the week’s topic. In order to do that well, you need to incorporate ideas from the other course materials (readings, videos, class activities, class discussions, etc.). To earn full credit, I need to hear you mention three different ideas from class sources beyond the provided debate material. (3 points)
 - **Appropriate citations**—One of the ways you make sure I know you have incorporated other class material is by using appropriate spoken citations (Something like, “According to Spring...” or “In our reading by Darling-Hammond...”). Beyond that, giving credit where credit is due is part of good scholarship. You are expected to cite your sources in all of your assignments for this class. (2 points)

Your self- and peer-assessments are due at the start of class the week following your debate. You can download the form for the self- and peer-assessments from Blackboard. Here is the text contained on that form:

Name:

Date of Debate:

Title of Debate:

Self-Assessment: My goals in preparing for and participating in this debate were...

Be sure to list actual goals here. What did you hope to accomplish during your debate? What were your goals related to your delivery of the content? What were your goals related to working with your partner(s)?

Based on the extent to which I achieved this goal, I feel I earned a ____/10. I feel I deserve this score because...

Be sure to reflect on the degree to which you accomplished your goals. There should be a clear connection between this section and the previous section.

Revised Strategy (for first debate) or Comparison (for second debate). I have learned that next time I will need to... Or, my experiences debating differed/were the same because...

Teachers have to constantly think about how things went during their class and how they can do things better next time. This is an opportunity to practice that skill. Be as specific as you can about what you will do next time or how your experiences compared.

Peer-Assessment: My partner for this debate was:

Based on her/his contribution to the debate, I feel s/he earned a ____/10. I feel s/he deserves this score because:

Be fair but also be honest about the degree to which your partner met your expectations. Did they contribute equally to your team effort? Did they follow through on what they said they would do? Did they work with you to make sure you debate went as well as possible? Did they contribute ideas? Were they prepared for your work sessions together; that is, had they read and thought about the relevant material?

Appendix D

Dr. A.'s Advice for Writing Productive Reflections

- Remember that one of the goals for this class is to *develop* the skill of being productively reflective (in accordance with the focus of reflection in the conceptual framework of the College). It is not my expectation that you will automatically do this well. That is why you have 13 opportunities to complete five reflections. I assure you this skill will serve you well in your professional lives. As a classroom teacher you will be called to accurately and specifically integrate information from a variety of sources (students, parents, policy, administrators, colleagues, media, curriculum materials, etc.) in order to formulate a plan of actions. In fact, this task, in many ways, defines the life of a teacher.
- Remember that I am your audience. I have read the material and was in class for the video, debate, and our discussion. Rehashing all of this material in detail is not a good use of your limited space. Your job is to tell me about how you have pulled it all together and use specific details from a variety of sources to substantiate that new perspective.
- If you are struggling, consider writing your reflection like a letter to me. That may help you focus on doing more than simply retelling the story of our class.
- I also encourage you to write in the first person throughout the reflection. Make as many 'I' statements as possible. I think... I found... I noticed... I was surprised by... I don't understand... I feel...
- Remember the reflections are supposed to be a safe space for you to examine your beliefs and assumptions. It is perfectly acceptable to reveal what you thought before engaging in the class material and how that perspective has, or has not, changed. It is also acceptable to disagree with what you heard/saw/read as a result of taking this class. Just remember that if you choose to do that, you need to substantiate your claim(s).
- Many times students choose to focus on the debate topic in their productive reflections. This is perfectly acceptable, but it is not the only way to go. Remember, your task is to pull the whole class session (readings, video, debate, discussions, activities, etc.) together to reach a new understanding. Focusing on the debate in ONE of MANY ways to do that. Choose the way that will work best for you. In other words, choose a focus that will best enable you to meet the five requirements of productive reflections (see below).
- When your reflections are returned, realize you will likely to receive two kinds of feedback from me. The first kind is related specifically to the criteria for the assignment, as outlined below. The second kind is more conceptual. In many instances I will write in the margins what I would have said you if you had spoken your reflection in a conversation with me. Again, part of the point of this class is for you to examine your beliefs and assumptions. There will be times when I push you to examine a claim you have made in a reflection. This kind of feedback will not affect your grade, and it is not meant to make you feel as if you have not done a good job; it is just my attempt to converse with and challenge you individually.

Reflection Feedback Form (Completed as a Rubric on Blackboard)

Requirements	Total
--------------	-------

- | | |
|-------------------------|-------|
| • Timely submission | _____ |
| • Approximately 2 pages | _____ |
| | 20 |

Evaluation

1. **Specificity:** Does the student use specific language and terminology rather than broad, vague terms? (4 points)

2. **Accuracy:** Does the student refer to class concepts in ways that demonstrate accurate understanding? Does the student use proper citations to indicate where the thoughts, ideas, and words of others have been used? (4 points – 2 for accuracy of information, 2 for accuracy of citations)

3. **Integration (“The unifying theme of these texts is...” “The course materials are connected because...”):** Does the student communicate how information and experiences from a variety of locations, sources, or times relate to one another? Does the student synthesize information from *at least three* relevant sources (1 point per source) to make a *new idea* or product (1 point for pulling those sources together in a new way – *This point is probably the most difficult to earn.*)? (4 points)

4. **Self-Focus (“I learned...” “The materials related to this class are related to my experiences because...” “I was surprised by...because...”):** Does the reflection include at least four substantive statements about the student’s learning and experiences? (4 points)

5. **Future-Focus (“When I’m a teacher, I will...” “I still need to learn about...” “What I’ve learned suggests I should...”):** Does the reflection include at least four specific statements about the student’s future practice as a student, teacher, or community leader? (4 points)

Appendix E.

Guidelines for Final Annotated Glossary

The annotated glossary is your summative assessment for this course. That means that the annotated glossary is your chance to demonstrate what you have learned over the course of the semester in this class. Your final annotated glossary is due to my office (HC 4054) by 5:00pm on 5/6.

Your annotated glossary must contain 10 terms that you believe to be central to this class. For each term, you must provide a contextualized definition and implications of that term for teacher practice. Your definition and implications should make it clear why that term should be included in a glossary for Foundations 3000, Diversity of Learners and Settings. Finally, your glossary must be concluded with a reference list (See Appendix B). More detail is provided below.

Choosing Terms: Be sure you can answer each of the following questions in the affirmative when you choose to include a term in your glossary:

- Should every successful student who has taken this course understand this term, in a new and more sophisticated way, at the conclusion of the class?
- Is this term important to me? Does my understanding of this term have implications for the ways in which I will conduct myself as a professional educator (Think about the things about which you were best able to be future-focused in your productive reflections.)?
- Is this term central to the themes and objectives of this course?
- Do I understand this term in a new (more sophisticated, more nuanced, more detailed) way as a result of taking this class?
- Would I need to explain this term if I were to include it in conversation with someone who had not taken this course (e.g. your mother, your roommate, etc.)?

Composing a Definition: Remember the point of the glossary is to provide a contextualized definition for the terms you select. That means that definitions from standard dictionaries and encyclopedias, be they online or in print (e.g. Webster's, Britannica, Dictionary.com, Wikipedia, etc.), are insufficient and unacceptable. You must compose a nuanced, specific, and detailed definition of each term through the lens of the content of this course. Each definition you compose should include at least 1 citation from the course material (readings, debates, videos, etc.).

Discussing Implications: One of my goals in this course is to push you to think about how what you are learning can and should shape your practice as a teacher. So, I'm asking that you elaborate the definition of each term by providing implications for practice. The following questions may guide your discussion of these implications:

- How does your understanding of this word shape who you want and need to be as a future classroom teacher?
- What will you do differently as a result of your understanding of this term?
- What should *all* teachers know, believe, or be able to do related to this term?
- What do you, or other teachers, need to learn about this term?

Additionally, your implications should include at least 1 citation from the course material. Moreover, between the definition and the implications for each term, you need to provide at least three sources total. The third may be either in the definition or the implications, and it *may* come from a source beyond our class material. Each of the three citations should represent different ideas that support and/or contribute to your definition or discussion of implications.

Other Guidelines:

- Glossaries are organized alphabetically (1 point).
- Your annotated glossary (all 10 terms) should include at least 2 pieces of legislation (laws or policy statements) and at least 2 verbs (action words). The remaining 6 terms are your choice. (4 points)
- If you fail to provide adequate citations for the work you reference, I will not grade your glossary.
- As this is a summative evaluation, it should be comprehensive. As such, you need to cite at least 10 different sources from the class material (readings, debates, videos, etc.) (5 points).
- Each term in your annotated glossary is worth 5 points - 2 points for the definition, 2 points for the discussion of implications, and 1 point for adequate citations.
- The glossary is worth 60 points (20% of the class).