

AUBURN UNIVERSITY

Course Syllabus

- 1. Course Number:** FOUN 3000-001
Course Title: Diversity of Learners and Settings
Credit Hours: 3 semester hours (LEC 2, LAB 1)
Prerequisites: none

2. DATE SYLLABUS PREPARED: January 2009

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.

Optional:

Lee, Stacey J. (1996). *Unraveling the "model minority" stereotype*. New York, NY: Teachers College Press.
Obidah, Jennifer & Teel, Karen. (2001) *Because of the Kids.....* New York: Teachers College Press
Orenstein, Peggy. (1994). *School girls: Young women, self-esteem, and the confidence gap*. New York, NY: Anchor Books.
Temes, Peter S. (1998). *One school now: Real life at Lynn English High*. New York, NY: Peter Lang Publishing.
Valdes, Guadalupe. (2001) *Learning and not learning English*. New York: Teachers College Press I

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
<p>Week 1: August 16</p> <p>Introduction to FOUN 3000</p>	<p>Introduction FOUN 3000</p> <p>Syllabus review, Course orientation, Registration with Turnitin.com</p> <p>Lecture: Diversity of learners and settings: Orientation</p>
<p>Week 2 August 23</p> <p>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</p>	<p>Introduction to Teaching and Service Learning:</p> <ol style="list-style-type: none"> Into to the practice of service learning. Identify the assumptions of the service learning's philosophy <p>Video: The Bottom Line in education, 1980 to the present. Public Broadcasting System.</p> <p>Lecture: The teaching profession and service learning</p> <p>Readings:</p> <p>Kielsmeier, James C. A time to serve, a time to learn (<i>Diversity of Learners and Settings</i>)</p> <p>Spring, Joel. (2008) The profession of teaching. In <i>American education</i> Chapter 8, pp. 245 - 279. (Text)</p> <p>Thompson, Audrey. Surrogate family values (<i>Diversity of Learners and Settings</i>)</p> <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>
<p>Week 3: August 30</p> <p>Teacher's responsibilities in a democracy</p> <p>Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country</p>	<p>Discussion Questions:</p> <p><i>What kinds of educational values/rights are most significant in a democratic society?</i></p> <p>Lecture: The politics of public education</p> <p>Video: School: The Common School Movement, 1770-1890 The Public Broadcasting System</p> <p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Darling-Hammond, Linda (2004). New standards and old inequalities (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Noddings, Nel. (2004). Renewing democracy in schools. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Local control, choice, charter schools..... In <i>American education</i> Chapter 6, pp. 183 - 217.

	(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
<p>Week 4: September 6</p> <p>Democracy and the Individual in Public education</p> <p>Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country</p>	<p>Discussion Questions:</p> <p><i>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?</i></p> <p>Video: School: As American as Public School, 1900-1950. The Public Broadcasting System</p> <p>Lecture: Common School Movement</p> <p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don't fit them. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel, The ideology and politics of the common school (<i>Diversity of Learners and Settings</i>) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>
<p>Week 5: September 13</p> <p>Political Forces Shaping education and Teaching</p> <p>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</p>	<p>Discussion Questions:</p> <p>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?</p> <p>Video: School: A Struggle for educational Equality: 1950-1980 –PBS</p> <p>Lecture: Equality of educational opportunity</p> <p>Readings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anderson, James. The education of Blacks in the South, 1860-1935 (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Darling-Hammond, Linda (2004) New Standards and Old Inequalities (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Howard, G. (2006). <i>We Can't Teach What We Don't Know</i> Pp. 1- 52 <input type="checkbox"/> Pearlstein, Daniel. Minds stayed on Freedom (<i>Diversity of Learners and Settings</i>) <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 6: September 20</p> <p>Forces Shaping the Structure of Public education -- race (continued)</p> <p>State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination.</p>	<p>Discussion Questions:</p> <p>How do the different theoretical perspectives explain social difference, racial discrimination, and exclusion?</p> <p>Lecture: Equality of educational opportunity</p> <p>Video: Eyes on the prize: Fighting back</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Howard, G. (2006). <i>We Can't Teach What We Don't Know</i> Pp. 53 - 86. (Text) <input type="checkbox"/> Kozol, J. (1991). Other People's Children. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Equality of educational opportunity. In <i>American education</i> Chapter 3, Pp. 80 - 99. (Text) <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 7: September 27</p> <p>Forces Shaping the Structure of Public education –</p> <p>Identify the social and cultural issues of the First Amendment's "establishment clause" for moral education</p>	<p>Discussion Questions:</p> <p>Values education: In what ways do notions of morality shape teacher behavior?</p> <p>What are the ramifications for diverse student populations?</p> <p>What moral instruction is appropriate for American children in its public schools?</p> <p>Video: School Prayer</p> <p>Lecture: The Supreme Court religion and school prayer</p> <p>Readings due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spring, Joel. (2008) Equality of educational opportunity. In <i>American education</i> Chapter 10, Pp. 312 - 350. (Text) <p>(290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)</p>
<p>Week 8: October 4</p> <p>Educational Funding and Student Differences in the Classroom –</p> <p>Specify how adequacy</p>	<p>Discussion Questions:</p> <p>How are schools funded differently?</p> <p>What is the educational significance of differential funding?</p> <p>How is it possible for funding differentials to compromise equality of educational opportunity?</p> <p>Video: Children in America's Schools (South Carolina educational Television) – First segment</p>

<p>funding attempts to address the performance differential of socio-economic difference</p>	<p>Lecture: Local Control and school finance</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Odden and Picus Introduction and overview of school finance. (<i>Diversity of Learners and Settings</i>) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 9: October 11</p> <p>Poverty: Student Differences in the Classroom (continued)</p> <p>Specify how adequacy funding attempts to address the problems of poverty on educational achievement</p>	<p>Discussion Questions:</p> <p>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?</p> <p>Lecture: Education and the State and National government</p> <p>Video: Children in America's Schools – The debate (Second sixty minutes)</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allan Odden, The new school finance. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Power and Control at the State and National Levels. In <i>American education</i> Chapter 6, 218 – 236, 239 -244. (Text) <p>(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))</p>
<p>Week 10: October 18</p> <p>Equality of Educational Opportunity and Multiculturalism: Differences in the Classroom</p> <p>Specify with special reference to Native Americans, how student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and culture</p>	<p>Discussion Questions:</p> <p>Equality of Educational Opportunity and Multiculturalism Students in American Classrooms</p> <p>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?</p> <p>Video: In the Whiteman's Image. Public Broadcasting System.</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Marshall, Patricia L Hispanic/Latino/a American students. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Espiritu, Yen Le. Beyond the "Boat People" (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> McKenna, Francis R. (1981). The Myth of Multiculturalism. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Multicultural and multilingual education In <i>American education</i> 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)
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<p>Week 11: October 25</p> <p>Handicapped & Social Relations in the Classroom</p> <p>Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently abled.</p>	<p>Discussion Questions: Construction of inclusion</p> <p>How are schools implicated in the construction of the differently-abled student?</p> <p>How does arguing from the standpoint of disability challenge the discourses of inclusion?</p> <p>In what ways does mainstreaming produce critical practices that challenge traditional educational procedures like tracking and standardized testing?</p> <p>Videos: Regular Lives: Public Broadcasting System and Educating Peter.</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elizabeth Shaunessy. State policies regarding gifted education. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Ferguson. P. (1987). The Social Construction of Mental Retardation. (<i>Diversity of Learners and Settings</i>). <input type="checkbox"/> Mara Sapon-Shevin, Gifted education and the protection of privilege. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Students with disabilities. In <i>American education</i> Chapter 3, pp 107 - 121 (Text) <p>(290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii)</p>
<p>Week 12: November 1</p> <p>Making a Difference for Women in Today's Classrooms</p> <p>Specify major factors in the deconstruction of the educational oppression, exclusion, subordination</p>	<p>Discussion Questions:</p> <p>Why is gender an important category in the social analysis of schools?</p> <p>How are gendered identities constructed within society and in schools?</p> <p>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?</p> <p>Video: Half the People. (1999) Public Broadcasting System</p> <p>Workshop: How have educational systems changed to provide equality of educational opportunity for women?</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helen Lucey, et al., Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> J. R. Martin. Reclaiming the ideal of an educated woman. (<i>Diversity of Learners and Settings</i>) <input type="checkbox"/> Spring, Joel. (2008) Gender and income. In <i>American education</i> Chapter 2, 46 - 49. (Text) <input type="checkbox"/> Spring, Joel. (2008) Sexism and education . In <i>American education</i> 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)
<p>Week 13 November 8</p> <p>Safe-learning environments</p> <p>Specify the relationships of hyper masculinity to school violence and bullying</p>	<p>Discussion Questions</p> <p>How do we construct safe, efficient, and resilient learning environment?</p> <p>Lecture: Bullying</p> <p>Videos: Tough Guise</p> <p>Readings: Handout</p> <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: November 15</p> <p>Safe-learning environments (continued)</p> <p>Specify why “zero tolerance policies”, cultural understanding, open communication and conflict management contribute to safe-learning environment.</p>	<p>Discussion Questions:</p> <p>What are the causes of youth violence: In what ways does American culture give rise to school violence? If school violence is a manifestation of American culture, can you minimize occurrences?</p> <p>Lecture: School and rampage violence</p> <p>Video: Killer at Thurston High. Pubic Broadcasting System FROL 18</p> <p>(290-3-3.04 (2)(c)3.(i)</p> <p>Readings due:</p> <p><input type="checkbox"/>Curtin, D and Robert Litke. Institutional Violence. (<i>Diversity of Learners and Settings</i>)</p> <p>(290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)</p>
Thanksgiving Break	November 18 - 26
<p>Week 15 School violence November 29</p> <p>(continued)</p>	<p>Discussion Questions</p> <p>School and rampage violence</p> <p>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?</p> <p>Lecture: Effective strategies for constructing a safe learning environment.</p> <p><input type="checkbox"/>Newman, Katherine S. Explaining rampage school shootings</p>

	(<i>Diversity of Learners and Settings</i>) (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i))
Week 16 December 6	Closing Lecture

7. COURSE REQUIREMENTS/EVALUATION:

Service Learning

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 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 following 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 short answer exam 1	30 points	available 9/6/07; due 9/13/07; posted 9/20/07
Take home short answer exam 2	30 points	available 10/9/07; due 10/18/07; posted 10/25/07
Take home final exam -	30 points	available 11/15/07; due 12/6/07
Ed Week Reports	10 points	

TOTAL **100 points**

GRADING SCALE:

100 - 90 points	A
89.9 - 80 points	B
79.9 – 70 points	C
69.9 – 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 on Attachment B. 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.

Turning in papers

All papers must be submitted on the Web through Turnitin. Type: www.turnitin.com in the web-address window. Press enter. Bookmark your place. In the upper-right corner fill click on the underlined text: Create a profile. In step one "user type" select **student**. Step 2; fill in the box labeled class ID with the number: **1940171** fill in the password box with the code: **coffee**. Press next. Follow the steps in the dialogue boxes as they appear.

From now on you will log on to (submit to FOUN 3000 by typing in you email address and the password you have created on the upper right-hand corner of the Turnitin homepage.

You must log in to Turnitin by Wednesday at 5.00pm or lose one point.

ALABAMA LICENSURE REQUIREMENTS:

Reminder: To satisfy the State of Alabama, Department of education's requirements for licensure, all professional courses [FOUN 3000 is a professional course] must be passed at least as the level of "C" or better. Students who do not pass all professional courses at the level of "C" or better will not be licensed in the State of Alabama. ***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:

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 of your point total for FOUN 3000 for each day's absence.

What's happening baby (Ed Week Report): Everyone will be expected to select and submit *ten* (10) articles/reports from ***Education Week***. Reports must be submitted through **Turnitin.com**. Your submission must have your name, section number, and submission number e.g., **1/10, 2/10, 3/10....** -- for every submission

You must be prepared to discuss your report. The submissions consist of a printout or photocopy of the date page and the article and a ½-1 page written report (typed or word processed) on how the article relates to a social or cultural educational issue. Each student may only submit one article per week. You must submit all *ten* (10) to receive the *five* points available in this assignment. Ed Week reports must be submitted in class.

If you fail to submit at least five (5) Ed Week Reports you will receive a zero (0) for Ed Week.

Education Week is available online at (www.edweek.org).

Short answer examinations:

The *short answer examinations* are comprehensive examinations covering all material and Service Learning experiences in the course since the beginning of the semester.

Clearly indicated your name, section, and instructor on the cover sheet of your paper. The cover page and bibliography do not count toward the examination page limit.

There will be four (4) short answer questions. No answer may be shorter than one page or longer than three and one half (3 ½) pages. The examination will cover all assigned readings and lectures required before the date of examination. The cover sheet should present your name, student number, section number.

All mid-segment examinations must be submitted via Turnitin.com and a hard copy must be submitted in class (the date due is specified in your syllabus). Your Mid-segment examination must be presented as a single file to Turnitin.com. **All answers must begin with the question number followed by the question and then your answer.** Question answers must be presented in order – e.g., 1, 2, and 4. Questions may not be presented out of order – e.g., 1, 6, and 4.

Final Examination:

The final examination will be constituted by **one question**. It is worth thirty (30) 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 student number**. The cover sheet and bibliography are not part of the page count. No answer to question 1 may be less than five (5) pages or longer than ten (10) pages.

All final examinations must be submitted via Turnitin.com and a hard copy must be submitted the last day of class (the date due is specified in your syllabus). Your final examination must be presented as a single file to Turnitin.com.

8. CLASS POLICY STATEMENTS:

Late Assignment Guidelines:

Late papers: Late response papers 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%”.

Late examinations: Late 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%”.

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 B:

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.

Appendix C

Qualitative evaluation rubric

- **Qualitative Grading Criteria for Response Papers and Examinations**

A “A” papers will be close to or of maximum length not including the paper’s bibliography. A page contains approximately 300 words.

The paper will have at least (3) three citations per page. Citations will reference all or almost all appropriate chapters in the course textbook and readings.

Papers at this level demonstrate substantial understanding of the topic defined by the essay. It will integrate textual research material and demonstrate unusual levels of insight and or originality regarding the issues defined by the set critique. They also will show relations to other educational issues.

These papers will use readings from several chapters to support their argument. The papers presented at this level are exemplary and the conclusions presented are without factual or interpretive errors.

Papers at this level are also without errors of presentation - i.e. conform to a common style and are without spelling errors etc.

B “B” papers will be shorter than maximum length. The paper will have less than an average of three citations per page or will rely heavily upon one source. Citations will reference many but not all appropriate chapters in the course textbook and readings

Papers at this level demonstrate a better than average understanding of the topic defined by the essay but do not show the levels of integration evident in the best papers.

Papers at this level demonstrate research above the norm but do not show the level of insight or originality evident in the best papers. Papers presented at this level are much better than average and the conclusions presented are without substantial factual or interpretive errors.

Papers at this level are also without substantial errors of presentation - i.e. generally conform to a common style guide without numerous errors and are without numerous spelling errors etc.

C “C” papers maybe of any length. The paper will have a few citations. If a reference paper or examination answer references only one source the answer or paper will be deemed to be a “C” irrespective of any other virtues it might display. Citations will reference some appropriate chapters in the course textbook and readings

Papers at this level are an adequate rehearsal of the material presented in set texts and lectures. They shadow the arguments presented in class and texts but do not extend beyond them in interpretation or originality.

D “D” papers can be of any length.

Papers at this level meet the only the most nominal academic requirements.

While not without some merit, papers at this level will contain substantial errors of fact and/or interpretation. At this level papers will demonstrate superficial understanding of material presented in class and set texts.

Papers at this level often contain substantial errors of presentation and fact. The number of citations in a paper that presents substantial mistakes shall be irrelevant for the purposes of grading.

F “F” papers can be of any length. Papers at this level demonstrate a seriously flawed understanding of material presented in class and required texts. Papers marked at this level may also contain errors that violate fundamental standards of academic conduct - i.e. the submission of the work of another as one's own, etc.

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).

Referring 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, 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.

For more information: <http://owl.english.purdue.edu/owl/resource/560/08/>

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. 2nd 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)