1. **Course Number:** FOUN 3000-006 Fall 2010
   Course Title: Diversity of Learners and Settings
   Room: 1435 Haley
   Time: 5:00 PM to 7:20 PM
   Credit Hours: 3 semester hours (LEC 2, LAB 3)
   Prerequisites: Junior standing
   Online: https://blackboard.auburn.edu/webct/logon/851076337011
   Instructors: *Dr. José R. Llanes* Professor
   Haley 4080   334-844-3074
   jrllanes@auburn.edu
   and
   Stephanie M. Davis, Graduate Teaching Assistant
   Coordinator Tigers Unlimited, Auburn University Athletics Department
   Daviss1@auburn.edu 334-844-1151

2. **DATE SYLLABUS PREPARED**: January 7, 2011

3. **TEXTS OR MAJOR RESOURCES:**

   Required:

   Kaminsky, James, King, Kimberly, and Watts, Ivan. (2004). *Diversity of Learners and
       Settings*. 2 ed. Boston, MA: Pearson Custom Publishing.
   Ornstein, Levine, Gutek and Vocke. (2011). *Foundations of Education* (11 edition) Belmont,
       CA: Wadsworth (Available as a rental from http://bookrenter.com or Chegg
       http://www.chegg.com/details/foundations-of-education/0495808954/)

   Optional:

   Mathews, David (2003) *Why Public Schools? Whose Public Schools?* Montgomery: New
       South Books (I will furnish needed chapter)
   Howard, Gary R. (2006) *We can't teach what we don't know"* 2nd Edition, New York, New
       York : Teacher's College Press

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 world-view and their philosophy 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 METHODOLOGY, GRADING AND OTHER POLICIES

This course is much more than a cognitive exercise; it is also an emotional or affective exercise and a practicum in service learning. You will spend 25 hours in field-work (see section 8 below for details) and the class will consist mostly of dialogue about the readings and issues raised by the readings. Your daily assignment will consist of a reflection prepared on the class discussion and the reading assignment for the following weeks' class. These should be posted in Blackboard directly and NOT as a Word document.

Dialogue: I begin my class by asking students if they have any questions. Questions should come from the assigned reading but they could also come from your own reflections and thinking. I expect every student to be ready with a question based on the reading. *I will remain silent until someone asks a relevant question.* Class participation is essential and therefore attendance is crucial. You may be excused from 2 regular classes per semester by sending me an e-mail explaining the reason for your absence. In addition, your absence will mean that you will not receive class participation credit. In every class period I expect everyone to contribute to the dialogue, show evidence of having read the material and ask pertinent questions. A high level of participation in class will earn the student 3-4 points. A lower level of participation will earn 1-2 points and no participation while in attendance will earn 0 point. No attendance will earn 0 points. The maximum number of points that can be earned in dialogue is 40.

Reflections: A reflection will be completed at the end of each class session. A reflection is the self-observation and reporting of conscious inner thoughts, questions and opinions on the assigned subject matter. It is a conscious mental and usually purposive process relying on thinking, reasoning, and examining one's own thoughts, feelings, and, in more spiritual cases, one's soul. Introspection is synonymous with reflection and used in a similar way. You will post your reflections no later than Sunday (midnight) following the Tuesday of our class. Reflections are public, since one can learn a great deal from another's reflection, however should you want to keep it private you should send it to my e-mail and ask me not to distribute. I am requiring you send me a minimum of 10 reflections (although I have given you room for 15) for the course, every reflection will earn up to 4 points for a total of 40 points. A high level of reflection (3-4 points) is one that reveals your perspective on an issue clearly and concisely; a low level reflection (1 or 2) is one that is off topic or repeats an argument already made in the reading or class without providing insight. No reflection gets 0 points. When posting a reflection on Blackboard please note that for some reason unknown to me, the reflection weeks are not in numerical order.

Presentation: You will collaborate with other students on a presentation based on the course content. Topics will be proposed soon after we select the teams. Maximum grading 20 points.

Grading:	Dialogue in Class	40
	Reflections	40
	Team Scores	20
	Total	100

Numerical to Letter Grade	100-90 = A
	89-80 = B
	79-70 = C
	69-60 = D
	59-0 = F

Policies:

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).

Honesty: 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. We routinely check student's work with "Turnitin" a web site that checks for plagiarism and previously submitted papers.**

Civility: 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. Harassment and discrimination will not be tolerated in class or in service learning sites. The Auburn University Harassment/Discrimination Policy can be found on page 101 of the *Tiger Cub*.

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 1) Engage in responsible and ethical professional practices, 2) Contribute to collaborative learning communities 3) Demonstrate a commitment to diversity and 4) Model and nurture intellectual vitality.

7. COURSE CONTENT AND SCHEDULE:

WEEKS & THEMES	Readings/ Assignments
Week 1: **January 11** Introduction to FOUN 3000	Introduction FOUN 3000 Syllabus review, Course orientation, **Dialogue: Who are we? Where do we come from? What do we think about diversity? Why do we think that? What should be our attitude as professionals toward human differences? Can we achieve a sense of peoplehood.** Readings: Kielsmeier, James C. A time to serve, a time to learn (*Diversity of Learners and Settings, Page 3-10)* Ornstein, Levine and Gutek (2011) *Foundations of Education* Chapters 1 and 2 *Reflection: Why do I want to be a teacher?* *Complete the survey of skills in Blackboard.*
Week 2 **January 18** Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	Introduction to the Teaching Profession and Service Learning **Dialogue: Teaching as a Profession** **Video:** The Bottom Line in education, 1980 to the present. Public Broadcasting System. **Readings:** Mathews (2003) The Historical Public School in Early Alabama. *Why Public Schools? Whose Public Schools?* Chapter 2 (Will be provided) Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 5 and13 *Reflection: Which goals of schooling are most important to society?* *Should goals of schooling differ when addressing different groups with the U.S., or should every person be treated under one set of goals?*

Week 3: **January 25** Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country(290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	School: How did we get to this point in American Education? **Dialogue: What was Alabama schooling like before the 19th Century? What are the goals of schooling? How can these be achieved.** **Video:** School: The Common School Movement, 1770-1890 The Public Broadcasting System **Readings:** Kozol *Diversity of Learners and Settings* p. 237 Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 11 *Reflection: Why I need to take this course or why I don't need to take this course.*
Week 4: **February 1** 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 (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	Democracy and the Individual in Public education **Dialogue: What is democracy? What is equity and how does it differ from equality? What is equal opportunity to succeed? How do teachers provide equal opportunity to learn? What constitutes individual identity?** **Video:** School: As American as Public School, 1900-1950. The Public Broadcasting System **Readings:** Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don't fit them. (*Diversity of Learners and Settings)* pps 119-135 *Reflection: Is public schooling the (best, only, worse) way of maintaining our democracy? How can I help to maintain that?*
Week 5: **February 8** 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 (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)	Political Forces Shaping education and Teaching **Dialogue: What is justice? What were the initial goals of the common school? What groups benefited from the presence of these schools and which groups did not? Why did the public schooling develop in this country? How did the Roberts case contribute to the educational desegregation**? **Video: School**: A Struggle for educational Equality: 1950-1980 –PBS **Readings:** Anderson, James. The education of Blacks in the South, 1860-1935 (*Diversity of Learners and Settings*) pp 167-206 Pearlstein, Daniel. Minds stayed on Freedom (*Diversity of Learners and Settings* ***Select Teams for Culminating Project*** Instead of a reflection you are assigned to take an online assessment and discuss the outcome in class. Instructions on taking this assessment will be given in class.

	Forces Shaping the Structure of Public education
Week 6: **February 15** State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination. (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)	**Dialogue: Race, ethnicity and religion how do these differ as social barriers or distinctions? How do the different theoretical perspectives explain social difference, racial discrimination, and exclusion?** **Video: Eyes on the prize: Fighting back** **Readings**: Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 9 Sleeter, Christine(2006) How white teachers construct race *Diversity of Learners and Settings* p 261-275. *Reflection: How do I construct reality? What theory do I accept?*
Week 7: **February 22** Identify the social and cultural issues of the First Amendment's "establishment clause" for moral education (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	Forces Shaping the Structure of Public education – **Discussion Questions: Values education: In what ways do notions of morality shape teacher behavior? What are the ramifications for diverse student populations? What moral instruction is appropriate for American children in its public schools? The Supreme Court religion and school prayer** **Video: School Prayer** **Readings:** Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 8 Mathews (2003) *Why Public Schools? Who's Public Schools?* Chapter 3 (Will be distributed). *Fact-finding: How does Alabama fund its schools? A googlequest* USING PUBLIC SOURCES OF INFORMATION DETERMINE AND REPORT AS REFLECTION FOR YTHIS WEEK, HOW DOES ALABAMA FUND ITS SCHOOLS
Week 8: **March 1** Educational Funding and Student Differences in the Classroom – Specify how adequacy funding attempts to address the performance differential of socio-economic difference (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	**Discussion Questions:** How are schools funded differently? What is the educational significance of differential funding? How is it possible for funding differentials to compromise equality of educational opportunity? **Video: Children in America's Schools (South Carolina educational Television) – First segment** **Readings:** Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 11 *Reflection: Is our funding formulas fair? Just? Make sense? Where's the public good?*

Week 9: **March 8** Poverty: Student Differences in the Classroom (continued) Specify how adequacy funding attempts to address the problems of poverty on educational achievement 290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)	**Discussion Questions:** What is high-stake testing? What is the role of the Federal government in financial policy? In what ways do schools perpetuate inequality of opportunity? Video: **In the Whiteman's Image. Public Broadcasting System** Readings: Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 12 Marshall, Patricia L Hispanic/Latino/a American students. (*Diversity of Learners and Settings*) *Reflection: How do I feel about immigration? What is my understanding of immigration's historical role in our society?*
Week 10: **March 22** 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 (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)	Equality of Educational Opportunity and Multiculturalism **Discussion Questions:** 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? **Ba-fa Ba-fa** **Readings:** Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 15 Elizabeth Shaunessy. State policies regarding gifted education. (*Diversity of Learners and Settings* Ferguson. P. (1987). The Social Construction of Mental Retardation. (*Diversity of Learners and Settings*). *Reflection: Interpreting how/why people from different cultures behave.*

Week 11: **March 29** Handicapped & Social Relations in the Classroom Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently abled (290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii).	Constructing Professional Realities **Discussion Questions: Construction of inclusion** How are schools implicated in the construction of the reality of the differently-abled student? **Videos: Regular Lives: Public Broadcasting System and Educating Peter.** **Readings:** Ornstein, Levine & Gutek (2011) *Foundations of Education* Chapter 10 J. R. Martin. Reclaiming the ideal of an educated woman. (*Diversity of Learners and Settings*) *Reflection: How must one redefine equality of opportunity in order to include and incorporate the differently-abled?*
Week 12: **April 5** Making a Difference for Women in Today's Classrooms Specify major factors in the deconstruction of the educational oppression, exclusion, subordination (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)	**Discussion Questions:** Why is gender an important category in the social analysis of schools? How are gendered identities constructed within society and in schools? How do issues of race, class, sexuality, age, and ability influence the construction of gender? How do these discussions influence the role of women teachers? **Video: Half the People. (1999) Public Broadcasting System** **Readings:** Curtin, D and Robert Litke. Institutional Violence. (*Diversity of Learners and Settings*) *Reflection: Where you ever bullied? Have you been a bully?*
Week 13 **April 12** Safe-learning environments Specify the relationships of hyper masculinity to school violence and bullying (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)	**Discussion Questions** How do we construct safe, efficient, and resilient learning environment? **Videos**: Tough Guise **Readings:** Newman, Katherine S. Explaining rampage school shootings (*Diversity of Learners and Settings*) *Reflections: Where does bullying come from? Engendering self-respect and respect for others, how?*

Week 14: April 19	Discussion Questions
	School and rampage violence
Safe-learning environments	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?
	Video: Killer at Thurston High. Public Broadcasting System
	(290-3-3.04 (2)(c)3.(i)
Week 15 April 26	**Culminating Exercise: Participatory**
Week 16 May 3	**FINAL**

8. Lab and Service Learning
Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service-learning placement.

These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set by the service learning coordinator. **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside.**

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for service learning will receive a grade of **Incomplete for FOUN 3000.** Students who receive a grade of Incomplete must again attempt service learning the next Fall or Spring semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of "F" for FOUN 3000.

9. 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.**

Appendix A Candidate Proficiencies

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

Competent professionals . . .
1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

Committed professionals . . .
11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

Reflective professionals . . .
15. analyze past practices to stimulate ongoing improvement of future practices.