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| **AUBURN UNIVERSITY**  Course Syllabus |

**1. Course Number:** FOUN 3000-003 Spring 2012

**Course Title:** Diversity of Learners and Settings

**Prerequisites:** Sophomore standing

Instructor: Daniel Henry, Ph.D.

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**Note: I am a net head. If you really want to get in touch with me, e-mail is most likely to succeed.**

**DATE SYLLABUS PREPARED**: January 10, 2012

**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.

Ornstein, A. C., Levine, D. U., & Gutek, G. L. (2011). *Foundations of education*. 11th ed. Belmont, CA: Wadsworth, Cengage Learning.

**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.

**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.

**Course Policies:**

This course has been designed to give you, a pre-service teacher, the background to understand the most fundamental components of teaching and learning. In addition, I expect professional behavior from you in all aspects of the course. Keeping this in mind, I offer the following class policies:

1. Professionals show up on time, prepared, every day for work. Yes, teachers occasionally have to take sick days (or personal days), but the best teachers are always there. If you have to miss a class, you will be responsible for the notes, assignments, and other duties that have been discussed. **Missing more than one classes will result in one full letter grade deducted from your participation grade for every class you miss.**

2. Professionals complete assignments on time. If you think I’m demanding, try telling a class of juniors you don’t have their papers graded. For every hour an assignment is late, you will lose one letter grade from what you would have received. Assignments are due, in class, on the date given. Assignments handed in after this time are considered late.

3. Professionals use appropriate means for discussing disagreements. If you don’t understand something, ask during class. If you still don’t understand, e-mail, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours, otherwise my poor memory will become even poorer. Please don’t be so unprofessional as to take class time to discuss grades or other points of contention.

4. Professionals take responsibility for their own learning.

5. Professionals understand that teaching and learning are ongoing processes for everyone. There are things I haven’t thought of here. Understand that I am learning along with you and your classmates. Please help me take a collaborative approach to solving any problems that may arise.

6. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations of modifications to any assignment or exam procedure or due date because of special needs (disabilities, religious observances, and so on).

**Evaluation Procedures:**

Because one of the aims of this course is teach evaluation procedures, and because people learn and demonstrate their learning in different ways, a variety of evaluation procedures will be used.

**Grading Structure**

Total Possible Points: 500

**Major Tests/Assignments:**

Exam I (in class) 100 points 20% of grade

Hot Topics Paper 100 points 20% of grade

Unexam (take home) 100 points 20% of grade

Quizzes/Short Thinks 50 points 10% of grade

(unannounced- 5 @ 10 points each)

Final Examination 100 points 20% of grade

Participation\* 50 points 10% of grade

\*a specific rubric for grading these evaluative aspects is attached or will be distributed at the appropriate time

**Grading Scale**

**Percentages Letter Grade Points Quality of Work**

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| --- | --- | --- | --- |
| 90 to 100% | A | 448+ | Outstanding; excellent command of |
|  |  |  | course content |
| 80 to 89% | B | 398+ | Good performance; solid work; good |
|  |  |  | command of course content |
| 70 to 79% | C | 348+ | Satisfactory performance; average |
|  |  |  | command of course content |
| 60 to 69% | D | 298+ | Marginal performance; below average |
|  |  |  | command of course content |
| Below 60% | F | <297 | Unsatisfactory performance |
|  |  |  |  |

**Class Participation:**

Interaction within the classroom setting is a vital part of not only this class, but also your future professional life. Since there are few easy answers in the field of education, we will need every mind and voice and perspective as we grapple with issues and develop our individual ideas. In order to encourage the natural tendency to share ideas in discussion as well as contribute to on-line forums, I offer a participation grade that is a major part of your overall grade. Participation entails actively contributing not only to your own learning, but to the learning of others as well.

The rubric for participation is as follows:

**A**

A student obtaining a participation grade of “A” will be one who comes to class prepared and is constantly seeking to share experiences and engage professionally in interactions with the class. In addition, this person will be a frequent contributor to online forums, and will seek to test his/her ideas against his/her colleagues. An “A” grade means all homework/discussion assignments are completed.

**B**

A student receiving a “B” will be prepared and active within the class, but at times take less than a leadership role in pursuing the issues which arise.

**C**

A student receiving a “C” will play an inconsistent or limited role in the life of the class.

**D/F**

The grades of “D” or “F” will be given to those students not regularly participating in class discussions/activities or consistently unprepared for class.

**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.**

**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).

**=> Weekly reading questions. Two questions (total) are due each week on the assigned readings. Please type these questions and keep them *brief*. The questions should be genuine; that is, *questions for which you do not have an answer*. They should also be as focused as possible and specific to the readings. As you read, ask yourself: Is there anything puzzling about what the author is saying? Is any of the terminology confusing? What don’t I understand? What particular points would I like to know more about? These questions, which I will collect and return on a weekly basis, will also be discussed in class. Although not graded, questions for all the readings are a course requirement. At its heart, research is asking questions**.

**COURSE CONTENT AND SCHEDULE:**

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| **WEEKS**  **&**  **THEMES** |  |
| **Readings/ Assignments** |
| **Week 1:**  **Jan. 11**  Introduction to FOUN 3000 | Introduction FOUN 3000  Syllabus review,  Course orientation,  **Lecture: Diversity of learners and settings: Orientation** |
| **Week 2:**  **Jan. 18**  Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities in service to the community | Introduction to Teaching and Service Learning:  a. Into to the practice of service learning.  b. Identify the assumptions of the service learning’s philosophy  **Video:** The Bottom Line in education, 1980 to the present. Public Broadcasting System.  **Lecture: The teaching profession and service learning**  Readings:  Kielsmeier, James C. A time to serve, a time to learn (*Diversity of Learners and Settings)*  Chapter 1 in *Foundations of Education*  Thompson, Audrey. Surrogate family values (*Diversity of Learners and Settings)*  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Week 3:**  **Jan. 25**  Teacher’s responsibilities in a democracy  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country | **Discussion Questions:**  *What kinds of educational values/rights are most significant in a democratic society?*  **Lecture: The goals of public education**  **Video:** School: The Common School Movement, 1770-1890 The Public Broadcasting System  **Readings:**   * Darling-Hammond, Linda (2004). The right to learn and the advancement of teaching (*Diversity of Learners and Settings*) * Noddings, Nel. (2004). Renewing democracy in schools. (*Diversity of Learners and Settings*) * Chapter 5, pp. 127-148 in *Foundations of Education* * Chapter 5, pp. 127-148 in *Foundations of Education*   (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Week 4:**  **Feb. 1**  Democracy and the Individual in Public education  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country | **Discussion Questions:**  *Does everyone (rich and poor; Red and Yellow Black and White) enjoy equal educational opportunity? In what ways are the changing demographics effecting social/political/economic aspects of American democracy?*  **Video:** School: As American as Public School, 1900-1950. The Public Broadcasting System  **Lecture: Common School Movement: Equality of Educational Opportunity**  **Readings:**   * Deschenes, Sara et al., Mismatch: Historical perspectives on schools and students who don’t fit them. (*Diversity of Learners and Settings)* * Chapter 16, pp. 527-531 in *Foundations of Education*   (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Week 5:**  **Feb. 8**  Political Forces Shaping education and Teaching  Specify the contemporary concepts, assumptions, current issues, that set the ground work for the desegregation of American Schools and the deconstruction of social and cultural exclusion | **Discussion Questions:**  What were the initial goals of the common school?  What groups benefited from the presence of these schools and which groups did not?  Why did the public schooling develop in this country?  How did the Roberts case contribute to the educational desegregation?  **Video: School**: A Struggle for educational Equality: 1950-1980 –PBS  **Lecture: Equality of educational opportunity**  **Readings:**   * Anderson, James. The education of Blacks in the South, 1860-1935 (*Diversity of Learners and Settings*) * Darling-Hammond, Linda (2004) New Standards and Old Inequalities (*Diversity of Learners and Settings*) * Howard, G. (2006). *We Can’t Teach What We Don’t Know* Pp. 1- 52 * Pearlstein, Daniel. Minds stayed on Freedom (*Diversity of Learners and Settings*   (290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i) |

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| **Week 6:**  **Feb. 15**  Forces Shaping the Structure of Public education -- race  (continued)  State how the politics of empowerment is related to the deconstruction of internal colonialism, social difference, racial and discrimination. | **Discussion Questions:**  How do the different theoretical perspectives explain social difference, racial discrimination, and exclusion?  **Lecture: Equality of educational opportunity**  **Video: Eyes on the prize: Fighting back**  **Readings Due**:   * Pp. 53-86 in *We Can’t Teach What We Don’t Know* * Chapter 11, pp. 342-370 in *Foundations of Education* * Something about the subject makes it hard to name by Yamato in *Diversity of Learners and Settings* * Other people’s children by Kozol in *Diversity of Learners and Settings*   (290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i) |
| **Week 7:**  **Feb. 22**  Forces Shaping the Structure of  Public education –  Identify the social and cultural issues of the First Amendment’s “establishment clause” for moral education | **Discussion Questions:**  Values education: In what ways do notions of morality shape teacher behavior?  What are the ramifications for diverse student populations?  What moral instruction is appropriate for American children in its public schools?  **Video: School Prayer**  **Lecture: The Supreme Court religion and school prayer**  **Readings due**   * Chapter 9, pp. 292-302 in *Foundations of Education*   (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **Week 8:**  **Feb. 29**  Educational Funding and Student Differences in the Classroom –  Specify how adequacy funding attempts to address the performance differential of socio-economic difference | **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**  **Lecture: Local Control and school finance**  **Readings Due:**    Introduction and overview of school finance by Odden & Picus in *Diversity of Learners and Settings*  Chapters 7 & 8 in *Foundations of Education*  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |

**Week 9: March 7 Exam 1, In Class**

**Rest of the Semester, Topics Readings TBA**

**Week 10: March 14, Spring Break**

**Week 11: March 21**

**Week 12: March 28 Hot Topics Paper Due, Mini-Presentation**

**Week 13: April 4**

**Week 14: April 11, Unexam Transcripts Due**

**Week 15: April 18 Unexams Due**

**Week 16: April 25 Last Day of Class. Participation write ups, End of Class wrap up.**

**Final Exam: May 2nd, Finals Due to me Electronically by 12:00 PM (noon).**

**COURSE REQUIREMENTS/EVALUATION:**

**Lab and Service Learning**

Teacher education core courses with a service learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service learning placement. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

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

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for service learning will receive a grade of **F 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 . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

1. analyze past practices to stimulate ongoing improvement of future practices.