

AUBURN UNIVERSITY
Course Syllabus

1. Course Number:	FOUN 3000-EE1 Spring 2013	Course Title:	Diversity of Learners and Settings
Credit Hours:	3 semester hours	Prerequisites:	Sophomore standing
Time and Location:	Thursdays 12:30-3:15pm Haley 2467	Office Hours and Location:	Mondays 1:30-4:00pm and Tuesdays 1:30-4:00pm Or by appointment Haley 4054
Instructor:	Dr. Carey Andrzejewski (a.k.a Dr. A) dr.a@auburn.edu 844-3012	Graduate Teaching Assistant:	Kelly Brosnan kzb0022@auburn.edu

2. DATE SYLLABUS PREPARED: December 2012

3. TEXTS:

Howard, G. (2006). *We can't teach, what we don't know*. New York: Teachers College Press.

Kaminsky, J. S., King, K. L., & Watts, I. E. (Eds.) (2004). *Diversity of learners and settings*. (2 ed.). Boston: Pearson Custom Publishing.

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

4. COURSE DESCRIPTION: Exploration of socio-cultural and individual differences; understanding diversity and communicating with students with differing cultural backgrounds, abilities, and values; this class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

5. COURSE GOALS AND OBJECTIVES:

Goals

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners;
2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents, and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to the following variables: ethnicity, culture, language, socioeconomic status, lifestyle, religion, age, and exceptionality;
3. To examine students' motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their worldview and their view of education;
4. To examine students' assumptions about diverse learners, diverse settings, and the roles of schools and education in society;
5. To develop skills related to productive reflection; and
6. To engage in appropriate, challenging, and supportive learning opportunities through participation in service learning.

Objectives

In addition to the items listed below, course objectives include a subset of key indicators from the Alabama Quality Teaching Standards. Indicators assigned to this course for assessment are listed in the syllabus at the end of each week's readings. These indicators pertain to organization and management; learning environment; oral and written communication; cultural, ethnic, and social diversity; language diversity; general issues; and professionalism.

1. Ability to state and implement the philosophy of service learning.
2. Ability to state and understand practical and philosophical differences in education practice and theory among education's various constituencies.
3. Ability to articulate the roles, functions and characteristics of professional educators in a democratic society.
4. Ability to state and understand major historical forces shaping American education.
5. Ability to state and understand major social and cultural forces that contributed to the movement for equality of educational opportunity in American education.
6. Ability to state and understand the interrelationship of cultural, historical, and social forces that contributed to the desegregation of American education.
7. Ability to state and understand the educational construction of exclusion, oppression, and subordination in educational settings.
8. Ability to state and understand the educational construction of freedom, opportunity, and social hope in diverse communities.
9. Ability to state and understand contemporary issues of racial discrimination in educational practice and policy.
10. Ability to state and understand contemporary issues of moral educational practice and policy.
11. Ability to state and understand contemporary issues of gender discrimination in educational practice and policy.
12. Ability to state and understand contemporary issues of the handicapped in educational practice and policy.
13. Ability to state and understand historical and contemporary issues of Native Americans in educational practice and policy.
14. Ability to state and understand contemporary issues of multiculturalism in educational practice and policy.
15. Ability to state and understand contemporary issues related to school violence and creating a safe learning environment in practice and policy.

6. COURSE CONTENT AND SCHEDULE:

WEEKS & THEMES	Readings / Assignments
Week 1 January 10 Introduction	Debate: Sign Up Discussion: Diversity of learners and settings: Orientation
Week 2 January 17 The purpose of public schooling	Debate: Can public schools produce good citizens? Video: <i>School: The Common School Movement, 1770-1890</i> Discussion: The teaching profession and service learning Readings Due: Required: • Debate Summary – Can public schools produce good citizens? (Canvas) • Chapter 1 in <i>Foundations of Education</i> • A time to serve, a time to learn by Kielsmeier in <i>Diversity of Learners and Settings</i> (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))
Week 3 January 24 Democratic Education *Last day to withdraw with no grade assignment is 1/30.	Debate: Do Americans need a common identity? Video: <i>School: The Common School Movement, 1770-1890, cont.</i> Discussion: The goals of public education Readings Due: Required: • Debate Summary – Do Americans need a common identity? (Canvas) • Chapter 5, pp. 127-148 in <i>Foundations of Education</i> Choose <i>one</i> of the following: • The right to learn and the advancement of teaching: Research, policy, and practice for democratic education by Darling-Hammond in <i>Diversity of Learners and Settings</i> • Renewing democracy in schools by Noddings in <i>Diversity of Learners and Settings</i> • The ideology and politics of the common school by Spring in <i>Diversity of Learners and Settings</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))
Week 4 January 31 Education and the Individual	Debate: Should the curriculum be standardized? Video: <i>School: As American as Public School, 1900-1950</i> Discussion: Common School Movement: Equality of Educational Opportunity Readings Due: • Debate Summary – Should the curriculum be standardized? (Canvas) • Mismatch: Historical perspectives on schools and

	students who don't fit them by Deschenes, Cuban, & Tyack in <i>Diversity of Learners and Settings</i> • Chapter 14 in <i>Foundations of Education</i> • Chapter 16, pp. 527-531 in <i>Foundations of Education</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii))
Week 5 February 7 Desegregation in Schools	Debate: Do minorities and whites engage in self-segregation? Video: <i>Eyes on the Prize: Fighting Back</i> Discussion: Equality of educational opportunity Readings Due: Required: • Debate Summary – Do minorities and whites engage in self-segregation? (Canvas) • Pp 1-52 in <i>We Can't Teach What We Don't Know</i> Choose <i>one</i> of the following: • The education of blacks in the South, 1860-1935 by Anderson in <i>Diversity of Learners and Settings</i> • New standards and old inequalities by Darling-Hammond in <i>Diversity of Learners and Settings</i> • Minds stayed on freedom by Pearlstein in <i>Diversity of Learners and Settings</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i))
Week 6 February 14 Race and Education	Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds? Video: <i>Eyes on the prize: Fighting back, cont.</i> Discussion: Equality of educational opportunity Readings Due: • Debate Summary – Can schools close the achievement gap between students from different ethnic and racial backgrounds? (Canvas) • Pp. 53-86 in <i>We Can't Teach What We Don't Know</i> • Chapter 11, pp. 342-370 in <i>Foundations of Education</i> Choose <i>one</i> of the following: • Something about the subject makes it hard to name by Yamato in <i>Diversity of Learners and Settings</i> • Other people's children by Kozol in <i>Diversity of Learners and Settings</i> • How white teachers construct race by Sleeter <i>Diversity of Learners and Settings</i>

	Assignments Due: • Debate vote and rationale due before the start of class • Must have completed at least <u>1</u> reflection! (290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i)
Week 7 February 21 Religion and Schools	Debate: Should moral education be part of the school curriculum? Video: <i>School Prayer</i> Discussion: The Supreme Court, religion, and school prayer Readings Due: • Debate Summary - Should moral education be part of the school curriculum? (Canvas) • Chapter 9, pp. 292-302 in <i>Foundations of Education</i> Assignments Due: • Debate vote and rationale due before the start of class • Must have completed at least <u>2</u> reflections! (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 8 February 28 School Finance *Last day to withdraw with no grade penalty is 2/28.	Debate: Can federal initiatives rescue failing schools? Video: <i>Children in America's Schools</i> Discussion: Local control and school finance Readings Due: • Debate Summary – Can federal initiatives rescue failing schools? (Canvas) • Introduction and overview of school finance by Odden & Picus in <i>Diversity of Learners and Settings</i> • Chapters 7 & 8 in <i>Foundations of Education</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 9 March 7 Poverty	Debate: Do high-stakes assessments improve learning? Video: <i>Children in America's Schools</i>, cont. Discussion: The nature of poverty Readings Due: • Debate Summary – Do high-stakes assessments improve learning? (Canvas) • The new school finance by Odden in <i>Diversity of Learners and Settings</i> • Chapter 11, pp. 338-342 in <i>Foundations of Education</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii)
Week 10 March 21	Debate: Should English immersion replace bilingual education? Video: <i>In the Whiteman's Image</i> Discussion: Multicultural curriculum

Multiculturalism and Multilingualism	Readings Due: Required: • Debate Summary – Should English immersion replace bilingual education? (Canvas) • Chapter 12, pp. 388-398 in <i>Foundations of Education</i> Choose <i>one</i> of the following: • An ecology of family, home, and school by Garcia in <i>Diversity of Learners and Settings</i> • Hispanic/Latino/a American students by Marshall in <i>Diversity of Learners and Settings</i> • The myth of multiculturalism by McKenna in <i>Diversity of Learners and Settings</i> Assignments Due: • Debate vote and rationale due before the start of class (290-3-3.04 (3) (c)1.(ii); (290-3-3.04 (4)(c) 1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)
Week 11 March 28 Inclusion	Debate: Is full inclusion the best option for children with disabilities? Videos: <i>Educating Peter</i> Discussion: Needs of children with disabilities Readings Due: Required: • Debate Summary – Is full inclusion the best option for children with disabilities? (Canvas) • Chapter 12, pp. 398-410 in <i>Foundations of Education</i> Choose <i>one</i> of the following: • State policies regarding gifted education by Shaunessy in <i>Diversity of Learners and Settings</i> • The social construction of mental retardation by Ferguson in <i>Diversity of Learners and Settings</i> • Gifted education and the protection of privilege by Sapon-Shevin in <i>Diversity of Learners and Settings</i> Assignments Due: • Debate vote and rationale due before the start of class • Must have completed at least <u>3</u> reflections! (290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii)
Week 12 April 4 Femininity in Schools	Debate: Should schools implement single-gender classes to ensure equal educational opportunities for boys and girls? Video: <i>Killing Us Softly</i> Discussion: How have educational systems changed to provide equality of educational opportunity for women? Readings Due: Required: • Debate Summary – Should schools implement single-gender classes to ensure equal educational

	opportunities for boys and girls? (Canvas) - Chapter 10, pp. 325-330 in <i>Foundations of Education</i> Choose <i>one</i> of the following: - Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women by Lucy et al. in <i>Diversity of Learners and Settings</i> - Reclaiming the ideal of an educated woman by Martin in <i>Diversity of Learners and Settings</i> Assignments Due: - Debate vote and rationale due before the start of class Must have completed at least <u>4</u> reflections! (290-3-3.04 (4)(c)1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i)
Week 13 April 11 Masculinity in Schools	Debates: - Are male teens more aggressive than female teens? Videos: <i>Tough Guise</i> Discussion: Violence and safety in schools Readings Due: - Debate Summary – Are male teens more aggressive than female teens? (Canvas) - Chapter 10, pp. 330-334 in <i>Foundations of Education</i> - Institutional violence by Curtin & Litke in <i>Diversity of Learners and Settings</i> Assignments Due: - Debate vote and rationale due before the start of class (290-3-3.04 (2)(a) 1. (i); (290-3-3.04 (2)(c) 2. (i); (290-3-3.04 (2)(c)3.(i) (290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)
Week 14 April 18 Safe Schools	Debates: - Are zero-tolerance policies the best option for ensuring that schools are safe? Videos: <i>Killer at Thurston High</i> Discussion: Violence and safety in schools Readings Due: - Debate Summary –Are zero-tolerance policies the best option for ensuring that schools are safe? (Canvas) - Chapter 9, pp. 259-292 in <i>Foundations of Education</i> - Explaining rampage school shootings by Newman in <i>Diversity of Learners and Settings</i> - Online School Safety Readings (Directions on Canvas) Assignments Due: - Debate vote and rationale due before the start of class (290-3-3.04 (2)(a) 1. (i); (290-3-3.04 (2)(c) 2. (i); (290-3-3.04 (2)(c)3.(i)

	(290-3-3.04 (2)(c) 2.(iv) and (290-3-3.04 (3)(c)1.(i)
Week 15 April 25	FINAL DUE!!! You must have completed at least 5 reflections! This is your last chance to turn in debate grade sheets! 12:30pm on Canvas (or in class, if not uploadable)

7. COURSE REQUIREMENTS/ASSESSMENT:

Lab and Service-Learning

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service -earning 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 (Mrs. Anna Shepherd Jones). **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside** (see the service learning syllabus for more details). **Please bring a copy of your service learning reflection to class for me the day they are due.**

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

DUE DATES FOR COURSE ASSESSMENTS:

Debate Votes and Rationales	65 points	5 points per debate.
Participation in 2 Debates	60 points	For dates, refer to debate schedule on Canvas.
5 Productive Reflections	100 points	Reflections can be submitted each week (weeks 3-Final). See Course Schedule for deadlines.
Final Project	75 points	Due 4/25 by 12:30pm.
TOTAL	300 points	

GRADING SCALE:

90 - 100% (≥ 270 points)	A
80 - 89.99% (≥ 240 and < 270 points)	B
70 - 79.99% (≥ 210 and < 240 points)	C
60 - 69.99% (≥ 180 and < 210 points)	D
Below 60% (< 180 points)	F

Alabama Quality Teaching Standards and Candidate Proficiencies:

The Alabama State Board of education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards. These standards have been aligned with the 15 candidate proficiencies in the College's conceptual framework. Students will be assessed on a course-appropriate subset of these proficiencies. The candidate proficiencies assessed in this course are highlighted in Appendix A. For each of the targeted proficiencies, students will be assigned a holistic rating that reflects performance throughout the semester (1- poor, 2 - approaching competence/marginal, 3- competent, 4 - exemplary).

The primary purpose of this assessment is to provide students with feedback regarding relevant candidate proficiencies. Ratings do not positively or negatively affect the course grade. The instructor submits each student's ratings to the Coordinator of Assessment and Evaluation who is responsible for keeping track of students' ratings on the Alabama Quality Teaching Standards throughout their programs. If a student receives one or more ratings below 2, the instructor notifies the student's department head and the student's program coordinator to alert them to specific concerns that may require attention. The e-mail is copied to the student.

ALABAMA CERTIFICATION REQUIREMENTS:

Reminder: To satisfy the Alabama State Department of Education's requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of "C" or better. Students who do not pass all professional studies courses at the level of "C" or better will not be eligible to be recommended for certification in the State of Alabama or any other state. *Please Note: ALL assignments and examinations must be submitted and meaningfully attempted to receive a grade of C or better for FOUN 3000.*

EVALUATION METHODS:

Participation: Teaching is a profession. As such, you are expected to behave like professionals. This includes coming to each class meeting, completing required readings so you are prepared to contribute, and participating in class discussions. Throughout the semester there are 14 classes creating 14 opportunities for you to participate. You may earn up to .25 extra points for participating in ways that are substantive (i.e., inciting your instructors and classmates to think about the material differently by posing thought-provoking comments and/or questions) during each class, for a possible total of 3.5 bonus points, which will be added to your score on the final project.

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

Debate Votes and Rationales: See handout regarding the debate votes and rationales (Appendix D).

Productive Reflections: Textbooks can be dry and hard to connect with. Their overall purpose is to cover a lot of course material as efficiently as possible. We need to find a way to make the texts come alive; and, it is my hope that the debates and in-class videos can help us do that. Five times over the course of the semester, you will need to turn in a 2-page thoughtful, productive reflection on the ideas we are reading about and discussing in class. If you choose to write a reflection on the

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

Final Project: Your final project is your opportunity to share with me what you believe to be the most important ideas covered in the class over the course of the semester. This is a summative assessment, and as such, it should communicate to me what you have learned. See handout regarding the final project (Appendix F).

8. CLASS POLICY STATEMENTS:

All assignments are due at the start of class.

Late Assignments: Late final projects will result in an assignment grade that is lowered 10% per day. For, example, a project that is turned in one day late and results in a grade of “100%” will be lowered to an “90%”. Similarly, a project that is turned in two days late and results in a grade of “100%” will be lowered to “80%”. Final projects will be submitted on Canvas.

Productive reflections are due at the start of the following class meeting (e.g. the reflection regarding course material discussed in class on 9/4 is due 9/11). Late reflections will not be accepted. In addition, you may not write a reflection about a class meeting that you did not attend. Productive reflections will be turned in on Canvas.

Attendance: Although attendance is not required, students are expected to attend all classes and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the university policy on class attendance posted in the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>)

Make-Up Policy: Arrangement to make up a missed assignment (e.g., rationales, debates, reflections if the absence results in the student missing a deadline) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the

student or the advent of university holidays, a make-up will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) will apply to this course (see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> as posted in the Student Policy eHandbook, (see www.auburn.edu/studentpolicies). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and in-text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Finally, you may not submit the work of someone else or work that you have submitted previously, for another class or for FOUN 3000, to satisfy a requirement of FOUN 3000.**

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Civility Statement: Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

Disruptive behavior includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving class early or coming to class late, eating in class (although this is negotiable), disrupting instructional discourse, doing assignments for other classes, sleeping, and engaging in other activities that detract from the classroom learning experience. See the University Policy on Classroom Behavior (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>) posted on the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information.

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the Auburn University College of Education's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Instructor Assistance: The instructor's purpose is to help class members become the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to contact me by phone or by email. That said, email is probably not the fastest way to get a response from me. If you contact me via email, allow two days response time. So, if you have an urgent concern or question, it is best to contact me by phone.

Statement of Student Rights: This course syllabus may be viewed as a flexible contract between the instructor and the students in the class. As such, students have the right to expect that the instructor will, to the greatest extent possible, remain true to the syllabus regarding course content, objectives, schedule, requirements, and assessment. Students do, however, move through content at different paces and it may be necessary for the instructor to make modifications to this syllabus to accommodate individual students' and the class' needs. In this event, students will be notified in advance of any changes to the syllabus that may affect their preparation for class or an assessment.

Statement of Student Responsibilities: Given that the course syllabus may be viewed as an agreement between instructor and student, it outlines not only what can be expected of the instructor but also what is expected of students. Therefore, it is the responsibility of the student to attempt to understand its contents, seek any needed clarification, and accept the requirements and assessments outlined therein. Furthermore, it is the responsibility of students to seek assistance in meeting course objectives and completing course assignments whenever, and preferably as soon as, needed.

Appendix A

Candidate Proficiencies

Proficiencies assessed in FOUN 3000 are highlighted below and include all dispositions.

Competent professionals . . .

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

Committed professionals . . .

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

Reflective professionals . . .

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

APA Style Guide

***** All of your written assignments require in-text citations. Debate Handouts, Productive Reflections, and Final Projects also require a concluding reference list. *****

APA Style

I encourage you to acquire a *Publication Manual of the American Psychological Association* (6th ed.). I am certain you will find it useful.

In-Text Parenthetical Citations, APA Style

Remember, the purpose of citations is to give the AUTHOR/SPEAKER/DIRECTOR/PRODUCER credit. Be sure, especially when citing from an edited volume, to cite **the person who wrote the text** (not the editor of the text).

When using a direct quote provide author(s), publication date, and page number(s) (for one page, use p. for more than one page use, pp.) at the end of the sentence in parentheses:

For example: This child has muscular dystrophy, which, according to the book *Teaching Exceptional, Diverse, and At-Risk Students*, “is a chronic disorder characterized by the weakening and wasting of the body’s muscles” (Vaughn, Schumm, & Bos, 2006, p. 169).

Another example: According to Vaughn, Schumm, & Bos (2006) muscular dystrophy “is a chronic disorder characterized by the weakening and wasting of the body’s muscles” (p. 169).

Another example: “Moreover, in the requirement that teachers make their content accessible, it is implied that they make it accessible *to their students*” (Andrzejewski & Davis, 2008, pp. 781-782).

When paraphrasing a main idea from another text, provide author and publication date in parentheses:

For example: He did stutter somewhat, but what was more noticeable to me was his inability to express his thoughts and ideas. Problems within these areas fall under the IDEA definition of communication disorders (Vaughn et al., 2006).

Another example: Vaughn et al. (2006) clarified that problems with these areas fall under the IDEA definition of a communication disorder.

Note: When citing a video, use the producer or director’s name. When there is no producer or director listed in the full citation (see the end of this appendix), use the title of the video.

Examples: (Goodwin & Warzburg, 1993) or (*The common school movement: 1770-1890*, 2001)

This is the format you should follow for citing the debate summary as well.

Examples: (de Freitas, 2010) or (de Freitas, 2010, pp. 2-3)

Lectures – *Not listed in the reference list; in-text citations only.*
(Instructor, Course Lecture, Date)

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

Class Discussion / Activities – *Not listed in the reference list; in-text citations only.*

(Name, Course Discussion, Date) or (Name, Activity Description, Date)

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

(C. Andrzejewski, FOUN 3000 "Pie" Activity, September 10, 2011)

Debates; What you *heard* in class. – *Not listed in the reference list; in-text citations only.*

(Debaters' Names, Course Debate, Date)

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

***** Debates; What you *read* to prepare for a debate – Cite as you would any other text (e.g., a journal article). *****

Concluding Reference List, APA Style

References should be alphabetized **by author** (or producer or director or title (if there is no author, producer, or director)).

Books

Author, I. (year). *Title of book*. Location: Publisher.

Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw Hill.

Books – no author or editor

Title (edition). (year). Location: Publisher.

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Articles in Edited Books (such as *Diversity of Learners and Settings*)

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

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

Journal Articles

Author, I. (year). Title of the article. *Title of the Journal*, volume number (edition number), pages.

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

Videos

Name of producer (Producer), & Name of writer or director (Writer/Director or Writer or Director). (year). *Title of the movie: Including the subtitle* [Motion Picture]. Location: Distributor.

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion Picture]. United States: Paramount Pictures.

Websites

Title of the website. Retrieval date, location.

Electronic reference formats recommended by the American Psychological Association. Retrieved October 23, 2000, from <http://www.apa.org/journals.webref.html>

Debate Summaries

Author. (year). *Title of the summary.* (page number) Unpublished debate summary.

de Freitas, M. (2010). *Do Americans need a common identity?* (pp. 2-3) Unpublished debate summary.

Video References

As American as public school: 1900-1950 [Motion Picture]. (2001). Princeton, NJ: Films for the Humanities and Sciences.

The bottom line in education: 1980 to the present [Motion Picture]. (2001). Princeton, NJ: Films for the Humanities and Sciences.

The common school movement: 1770-1890 [Motion Picture]. (2001). Princeton, NJ: Films for the Humanities and Sciences.

Goodwin, T. C., & Wurzburg, G. (Producers/Directors). (1993). *Educating Peter* [Motion Picture]. New York: Abrose Video Publishing.

Hayden, J. (Producer/Writer/Director), & Cauthen, K. (Producer). (1996). *Children in America's schools* [Motion Picture]. Columbia, SC: South Carolina ETV.

Jhally, S. (Producer/Director). (2010). *Killing us softly 3: Advertising's image of women* [Motion Picture]. Northhampton, MA: Media Education Foundation. Retrieved from <http://topdocumentaryfilms.com/killing-us-softly-3/>.

Kirk, M. (Producer/Writer/Director), Navasky, M., O'Connor, K. (Producers), & Boyer, P. J. (Writer). (2000). *Killer at Thurston High* [Motion Picture]. Alexandria VA: PBS Video.

Lesiak, C. (Producer/Writer). (1991). *In the white man's image* [Motion Picture]. Alexandria, VA: PBS Video.

School prayer: A community at war [Motion Picture]. (1999). Spencer, NY: Log In Productions.

Tough guise: Violence, media, and the crisis in masculinity [Motion Picture]. (2000). Northhampton, MA: Media Education Foundation.

Vecchione, J. (Producer/Director), & Fayer, S. (Writer). (2006). *Awakenings: Fighting back (1957-1962)* [Motion Picture]. Alexandria, VA: PBS Video.

Appendix C

Taking Sides: Debating Controversial Educational Issues.

The purpose of debating is four-fold:

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

The format of each debate will be:

- 1 minute (class pre-votes via Clickers; results are revealed)
- 2 minutes introduction / 2 minutes introduction
- 5 minutes argument / 5 minutes argument
- A few moments for each side to strategize before beginning the rebuttals
- 5 minutes rebuttal / 5 minutes rebuttal
- 2 minutes closing / 2 minutes closing
- follow-up discussion (What questions do you have? Did your perspective change?)

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

You will debate in teams of two or three. Each member of the team must participate *equally*. Thus, the team will need to work out who introduces, argues, rebuts, and concludes. In preparation, each team or individual will receive, in addition to the issue summary that everyone in the class will read before the debate, an article aligned with their side of the argument. Pro/Con teams/individuals can work together (which doesn't always make debating the issue easier; but can make anticipating the other side's argument easier). You must use **at least one visual aid** and provide a brief (**one side of an 8½ x11 inch**) handout for your classmates (26 copies). **All sources should be cited appropriately in your visual aids and handouts as well as during the debate itself.**

Debate Assessment:

Each debate is worth 30 points, for a total of 60 points over the course of the semester.

- **Self-Assessment** – You must set individualized goals for the debate and personally assess the extent to which you met your goals. For your first debate, you must also document your plans for engaging in your second debate. For your second, you must draft a brief statement comparing your experiences in the two debates. (2.5 points)
- **Peer-Assessment** – Given that you are reliant on peers to help you in your debate, it seems only fair that you have an opportunity to evaluate formally the extent to which your partners pulled their weight and made a valuable contribution to your argument and presentation. (5 points)
- **Evaluation** – These points will be earned based on the level of thoughtfulness used in completing the self- and peer-assessment. Be sure to justify the grades you assign to yourself and to your partner. Be sure to document reasonable goals and to reflectively assess the degree to which you and your partner met them. (2.5 points)
- **Instructor-Assessment** – These points will be earned based on the degree to which you meet the requirements of the debate assignment. (20 points)
 - **Appropriate use of allotted time** – The debates are designed to last 30 minutes, and it is difficult to do them well in much less time than that. Do not go over your allotted time, but also be sure to use adequate time to address to objectives of the assignment (3 points)
 - **Use of visual aid** – Your visual aid should be clearly related to your argument, and it should help your classmates understand your message. Be sure to check your visual aid for correct spelling and grammar as well as appropriate citations (use the in-text format where appropriate; See Appendix B). (3 points)
 - **Class handout** – Your handout (not more than one side of an 8½ x11 inch piece of paper) should summarize your argument for your classmate so that they leave with documentation of your key points. It should be different from your visual aid. Be sure to check your class handout for correct spelling and grammar as well as appropriate citations (in-text citations as well as a concluding reference list where appropriate; See Appendix B). (3 points)
 - **Incorporation of personal voice** – What you say during your debates should sound like you. You should not rely too heavily on the provided materials for the ‘script’ and you should not use language you don’t fully understand) (3 points)
 - **Integration of debate materials with class materials (and citing them appropriately)** – Remember part of your task during the debate is to teach your classmates about the week’s topic. In order to do that well, you need to incorporate ideas from the other course materials (readings, videos, class activities, class discussions, etc.). To earn full credit, I need to hear you mention three different ideas from class sources beyond the provided debate material. One of the ways you make sure I know you have incorporated other class material is by using appropriate spoken citations (Something like, “According to Spring...” or “In our reading by Darling-Hammond...”). You should also include spoken citations for debate summaries (de Freitas) and your supplementary reading. Beyond that, giving credit where credit is due is part of good scholarship. You are expected cite all of your sources in all of your assignments for this class. (5 points – 3 for integration and 2 for citations)
 - **Response to Questions** – At the conclusion of the debate your classmates and instructors will have the opportunity to ask you questions related to the debate. You will be assessed on the degree to which you are able to think on your feet and give thoughtful responses to these questions. (3 points)

Your self- and peer-assessments are due at the start of class the week following your debate.

You can download the form for the debate grade sheet from Canvas. Here is the text contained on that form plus my guidance about how to respond to each item (in italics):

Name:

Date of Debate:

Title of Debate:

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

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

Based on the extent to which I achieved this goal, I feel I earned a ____/2.5. I feel I deserve this score because...

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

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

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

Peer-Assessment: My partner for this debate was:

Based on her/his contribution to the debate, I feel _____ earned a ____/5. I feel s/he deserves this score because:

(This is only used if you had two partners) Based on her/his contribution to the debate, I feel - _____ earned a ____/5. I feel s/he deserves this score because:

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

Appendix D

Writing a Sound Rationale

- As you complete the assigned readings, highlight or use post-it tabs to mark quotes or passages that you feel are important. Think about which argument you are going to support (yes or no) and what passages would help you support that argument. I recommend using post-it tabs to locate marked passages quickly. (Remember that you can only quote the debate summary once.)
- Choose one argument, **yes or no**, and stick with it! Even if you do not feel strongly one way or another, your argument will be stronger (and easier to construct) if you only attempt to support one side. There is no right or wrong answer, but you do need to select an argument that you can support.
- Clearly state at the beginning of your argument which position you are supporting (e.g. *yes, public schools can create good citizens...*). Stating your position at the beginning of your argument will help you form a more coherent argument, and will help me understand which side you are supporting.
- Do not form a rationale by only using three quotes from the readings. In other words, do not create an argument that is only formed from the words of others as this often leads to an incoherent rationale. A strong argument uses quotes from the reading to support your own words. I already know what the authors think. This exercise is about forming your own opinions about issues pertaining to your future career.
- Plan for your rationale to be about **six to ten** sentences. This includes your initial yes or no statement, three supporting quotes/ideas from the reading, and your own original statements.
- Teachers are professionals and therefore should write like professionals. Check your writing for grammar and spelling errors prior to submission. All direct and paraphrased quotes should be cited. Not citing your quotes is plagiarism.
- Follow Dr. A's format for in-text parenthetical citations (This class will use APA; See Appendix B).

Yes, schools can produce good citizens. Children begin learning about the U.S. government and the importance of voting as early as elementary school and receive formal instruction in their high school civics course prior to reaching the legal voting age of 18. A high school civics curriculum teaches students the basic facts they need to know prior to voting such as what requirements an individual must meet before they can become a congressman or woman (de Freitas, 2010). Under the rigorous demands of *No Child Left Behind* elementary teachers are required to be competent in all subject matter (Spring, 2010). In states such as California, teachers are required to take an American Government or U.S. Constitution course prior to receiving their teaching credential. As a result, these teachers can effectively teach children about being productive citizens. Schools are also encouraging students to volunteer or complete service learning in order to become good citizens. In 1995, it was "reported that 59% of teenagers volunteered an estimated 3.5 hours per week" (Kielsmeier, 2004, p. 3). Schools are producing good citizens by teaching children the fundamentals of our government, requiring teachers to take an American Government course prior to licensing, and encouraging children to volunteer.

- | | |
|--|------------------------|
| 1. Three Ideas from this Week's Reading (1/2 point each) | /1.5 |
| 2. Citations for each of the three ideas from the reading (1/2 point each) | /1.5 |
| 3. Consistent Argument that clearly indicates a 'Yes' or 'No' vote | /2 |
| | /5 points total |

1. Three Ideas: The individual includes at least three ideas from the readings and/or the debate summary to support his/her argument. **These should come from the readings for the week of the debate.** That is, if you are writing a rationale for week 3, you need to include three ideas from the reading for week 3. While you may include ideas from previous reading, they will not count toward the three required ideas from the reading. Only one quote/idea from the debate summary will count towards the three ideas.

2. Citations: The individual uses properly formatted APA in-text parenthetical citations for each quote or paraphrased idea (total of at least three; See Appendix B).

3. Consistent Argument: The individual clearly supports one position (either yes or no) and provides consistent reasoning drawing appropriately on class resources, and perhaps also personal experience, to support the argument.

Appendix E

Dr. A.'s Advice for Writing Productive Reflections

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

Reflection Feedback Form (Completed as a Rubric on Canvas)¹

Requirements	Total
• Timely submission _____ • Not more than 2 pages _____	
Excluding title and concluding references _____	20

Evaluation

1. **Specificity and Clarity***: Does the student use specific language and terminology rather than broad, vague terms? Is it clear what the student is trying to communicate? (4 points)
2. **Accuracy***: Does the student refer to class concepts in ways that demonstrate accurate understanding? Does the student use proper citations to indicate where the thoughts, ideas, and words of others have been used? (4 points – 2 for accuracy of information, 2 for accuracy of citations – both in-text parenthetical and a concluding reference list; See Appendix B)
3. **Integration (“The unifying theme of these texts is...” “The course materials are connected because...”)**: Does the student communicate how information and experiences from a variety of locations, sources, or times relate to one another? Does the student synthesize information from *at least three* relevant sources (1 point per source) to make a *new idea* or product (1 point for pulling those sources together in a new way – *This point is probably the most difficult to earn.*)? (4 points; Look for check marks in the right margin of your paper.)
4. **Self-Focus (“I learned...” “The materials related to this class are related to my experiences because...” “I was surprised by...because...”)**: Does the reflection include at least four substantive statements about the student’s learning and experiences? (4 points; Look for check marks in the left margin of your paper)
5. **Future-Focus (“When I’m a teacher, I will...” “I still need to learn about...” “What I’ve learned suggests I should...” “I will make sure my students learn...”)**: Does the reflection include at least four specific statements about the student’s future practice as a student, teacher, or community leader? (4 points; Look for asterisks in the left margin of your paper.)

* Please note that although integration, self-focus, and future-focus are assessed based on the extent to which the student includes these elements in their reflection; specificity, clarity, and accuracy are assessed based on the absence of vague language, unclear statements, and inaccuracies.

¹ This rubric is loosely based on a similar rubric developed by Dr. Heather A. Davis as well as the criteria outlined in: Davis, E. A. (2006). Characterizing productive reflection among preservice elementary teachers: Seeing what matters. *Teaching and Teacher Education*, 22, 281-301.

Appendix F.

Final Project: Building a Better Future

The final project is your **summative** assessment for this course. That means that it is your chance to demonstrate what you have learned and thought substantively about over the course of the semester in this class. Your final project is due to my office (HC 4054) by 12:30pm on 12/4. Your task is to prepare *two* policy statements (in the form of a public service announcement, policy brief, letter, etc.... any format that works well for you and your ideas) and *one* portrait of a successful teacher for *all* students.

In your productive reflections, you have been focusing on what *you* will do as a result of what *you* have learned. This project is your opportunity to expand that focus. Here is a breakdown of what I mean:

	Productive Reflections	Policy Statements for Final Project
Audience	Course instructor	A broader audience (see below for examples)
Scope	The content of one class	A synthesis of the content of several classes – that is, a ‘meta-issue’ that weaves the content from two or more classes together
Future-Focus	Your future plans as teacher, student, or community leader	What the future plans of your audience should be – that is, what the audience you identify should do to make things better

Policy Statements (You will write two of these.): Your task is to identify a meta-issue from class, that is an issue that transcends individual class meetings and synthesizes information/topics/debates from at least two different class sessions. Think about issues that have really troubled you across the semester. How would you explain those issues to an audience of people who should also care about them? What could and should be different about our schools/our society/our policies? What should other interested people do?

Each policy brief/public service announcement should accomplish four things: 1. Identify a specific intended audience (school board members, legislators, school board superintendent, voters, the general public, parents, members of the PTA, K-12 students, K-12 teachers, K-12 school administrators, etc.); 2. provide a clear and supported (i.e., you’ll need citations from class materials in this and the following sections) description of the current state of affairs; 3. provide a clear and supported description of how things can and should be; and 4. offer at least three specific suggestions for how your identified audience can help shift the state of affairs from the way they are to the way they should be. Just like your productive reflections, your policy briefs/public service announcements should be specific, clear, accurate, integrative, and future-focused. The intended audience section should not be more than 2 sentences. The current and desired descriptions should be at least one page, and the recommendations for future actions can be a bulleted list with at least three items.

Portrait of a Successful Teacher for All Students: My hope is that your ideas about what it means to be a good teacher have evolved as a result of taking this class. This is your opportunity to document your thinking about, literally, what good teachers ‘look like’ and do. Your portrait should reflect the thinking you documented in your productive reflections, particularly your plans

for future actions. After all, if those things are good for you to do, why wouldn't they also be good for other teachers to do? I encourage you to specifically highlight the elements of good teaching that have become evident to you as a result of taking this class. You may also feel free to include ideas you continue to hold onto from before taking the class; ideas that persist after close examination and scrutiny are often important and central.

This part of your final project is personal. What do YOU think it means to be a good teacher for all students? And, how do you think you can best share those ideas? That is, it is entirely up to you how you portray your ideas. You may, of course, choose to write about them. You may also choose to express them in some other way(s). If you choose an alternative format, just know that it must be clear to me what you're trying to express. Also know that it is your obligation to give due credit when you use someone else's ideas (See Appendix B). I cannot imagine that you could complete this assignment without the ideas of the authors whose work we have read this semester. You should cite them accordingly.

This assignment will be graded based on the extent to which it documents substantive thinking about the nature of good teaching and the meaningful integration of ideas from this class into those ideas.

Grading Guidelines:

<u>Component</u>	<u>Points Per Component</u>	<u>Total Points</u>
Policy Statements		
• Specific Stated Audience	2	4
• Identifying a 'meta-issue' – one that synthesizes ideas / materials from more than one class	3	6
• Descriptions of Current State of Affairs	9	18
• Descriptions of the Way Things Could and Should Be	5	10
• Recommendations (at least 3 per statement)	6	12
• Citations (at least 5 per statement)	5	10
Portrait of a Successful Teacher for <i>All</i> Students		
• Portrait – description integrated with ideas from this class	12	12
• Citations, as needed	3	3
Total		75 points

Other Requirements:

1. Your project must include in-text and concluding citations (See Appendix B). If these elements are missing, I will not grade your project, and you will receive a zero.
2. As this is a comprehensive assessment, your total project must reference at least 10 different sources from our class materials (readings, debates, videos, activities, discussions, etc.), not more than five of which can be related directly to a debate (summaries, debate handouts, debate presentations, etc.); you need to include material from at least five class sources that *are not* connected to a debate. Materials related to a single debate will only count as one of your 10 sources. That is, if you cite both sides of a single debate, or one side and the summary of a single debate, that will only count once. Your total score on the project will be reduced by 10% (7.5 points) if you fail to meet this requirement. That is, if you earn a 70/75 on the project, but fail to meet this requirement, you will receive a 62.5/75.