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| **AUBURN UNIVERSITY**Course Syllabus |

**1. Course Number:** FOUN 3000.EE2 Spring 2013

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

 Room: 2467 Haley

 (Onsite classes on Tuesdays) Time: 5:00-8:00 PM

 **Credit Hours:** 3 semester hours (LEC 2, LAB 3)

 **Prerequisites:** Junior standing

 **Online:** CANVAS

 **Instructors:** ***Dr. José R. Llanes*** Professor

 Haley 4080 334-844-3074

 jrllanes@auburn.edu

 ***Ms. Patricia Bartholomew*,** Doctoral Student

 Pzb0009@auburn.edu

 **Office Hours: At your convenience by appointment**

 **Contact either of us via email or by phone**

Available in office an hour before onsite class

1. **DATE SYLLABUS PREPARED**: January 2, 2013
2. **TEXTS OR MAJOR RESOURCES:**

**Required:**

1. Ornstein, Levine, Gutek and Vocke. (2011). *Foundations of Education* (11 edition)Cengage Learning.

2. Education Week Subscription. This semester FOUN 3000 will use the information published by Education Week to give you assignments, You will be asked to search for stories having to do with our topics –diversity, race relations, gender issues, etc-- and provide a reflection on that story. In order to subscribe to the service for the whole semester it will cost $25.00 and can be done through this link <http://www.edweek.org/offer_stud_prof.html>

Mathews, David (2003) *Why Public Schools? Whose Public Schools?* Montgomery: New South Books (I will furnish needed chapter)

**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.

1. **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) learning from the act of being of service at an agency or school we will select for you.

For the course itself, we will use a hybrid approach. Some sections will be “Onsite” which means in the classroom or “Online” which means from material from your textbook and discussions online. The class will consist mostly of ***dialogue*** whether onsite or online, we will be discussing issues. These issues should center around the readings and other topics brought into the discussion by you. Your bi-weekly assignment will consist of a reflection prepared on the class discussion and the reading assignment. These should be posted in CANVAS directly when due. All assignments are due on the Sunday after the class, by midnight. You are welcome to send them earlier.

**Dialogue/Discussion:** 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 will remain silent until someone asks a relevant question.*** I expect every student to be ready with a question to ask on your own or when I call on you. **The same is true for online weeks.** You must post a discussion just as if you were in class.

Since class participation is essential attendance to onsite sessions is crucial. You may be excused from 2 onsite 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 if you can’t get it done in class due to time constraints, take your question and comment to the discussion section of CANVAS and continue the discussion online.** A high level of participation in class will earn the student 4-5 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 50.

***Assignments/Reflections***: A reflection will be completed about every two weeks. A reflection is the observation by you of your own thinking and [reasoning](http://en.wikipedia.org/wiki/Reasoning). It involves examining your own thoughts, [feelings](http://en.wikipedia.org/wiki/Feeling), and, in more spiritual cases, one's [soul](http://en.wikipedia.org/wiki/Soul) and then writing about it. Introspection is synonymous with reflection and used in a similar way. You will post your reflections no later than Sunday (midnight) following the day of our class. Reflections are private but online discussions are not. 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 10 points.

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| **Grading:** Assignments 40 Dialogue in Class/online 50 40 Team Score 10 Total 100 100 | **Points to grade**: 100-90 = A 89-80 = B 79-70 = C 69-60 = D >59 = 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:**

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| **WEEKS****&****THEMES**  |  |
| **Readings/ Assignments**  |
| **Week 1 (Onsite):** **January 15**Introduction of students to each other and to FOUN 3000 | **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?**Select 5 groups of 5 students to work together on discussions and the final presentation.**Readings:Ornstein, Levine and Gutek (2011) *Foundations of Education* Chapters 1 and 2***Pre-Test: Please take the Quizz marked Pre-Test. This will not be graded except for your own assessment.*** |
| **Week 2 (Onsite):****January 22**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, major concepts and assumptions behind our mandated and universal system of education.****Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 7***Assignment 1: Reflection on why you want to be a teacher.***  |
| **Week 3 (Online):** **January 29**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: Current Issues on Education Week**Watch this film:**As American as Public Schools**:** [**http://vimeo.com/19410963**](http://vimeo.com/19410963)**Online Discussion:** You will select an issue in the general area of diversity that you found in Education Week. Search on the topic of diversity in order to see what is available. Read the material, quote it in your discussion and comment on that issue. Respond to instructor’s questions online/**Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 11 ***Assignment 2: Reflection on our system of public schooling, should we have a unified Federal system or a diverse local system?*** |
| **Week 4 (Onsite):** **February 5**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? *Social Class and Success in School* (Chapter11) What is equal opportunity to succeed? How do teachers provide equal opportunity to learn? What constitutes individual identity?**Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 9 ***Assignment 3: Is public schooling the (best, only, worse) way of maintaining our democracy? How can I help to maintain our democracy, help change and improve our society?*** |
| **Week 5 (Onsite):** **February 12**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? How can I provide social justice for all students? What do you see as current issues affecting equity in education? Bring Laptop to class for onsite/online exercise: implicit.harvard.edu**Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 10***Assignment 4: What do you think about the concept of equity and how can you practice it as a teacher?*** |

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| **Week 6 (Online):** **February 19**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) | Forces Shaping the Structure of Public education Video: **The Story of American Public Education, A Struggle for Educational Equality 1950-1980** [**http://vimeo.com/19439136**](http://vimeo.com/19439136)**Online Discussion: Race, ethnicity, gender, economics (social class) and religion how do these differ as social distinctions?** **Readings**: Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 12 ***Assignment 5: Reflect on the video above*** |
| **Week 7 (Onsite):****February 26**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 – **Education Week Online:** What is going on currently on the issue of prayer in school, symbols of religion, teaching of religious beliefs? **Onsite Discussion:** The Supreme Court on religion and school prayer. What are the ramifications for diverse student populations? What moral instruction is appropriate for American children in its public schools? Values education: In what ways do notions of morality shape teacher behavior? **Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 8 ***Assignment 6 Fact-finding: How does Alabama fund its schools? A googlequest.*** USING PUBLIC SOURCES OF INFORMATION DETERMINE AND REPORT AS REFLECTION FOR THIS WEEK, HOW DOES ALABAMA FUND ITS SCHOOLS |
| **Week 8 (Onsite):** **March 5**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) | Fiscal Inequality**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?**Readings:** Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 15 ***Assignment 7***: Is Alabama’s funding formulas fair? Just? Make sense? Where’s the public good? What other options are there? |
| **Week 9 (Onsite):** **March 19**Poverty: Student Differences in the Classroom(continued)Specify how adequacy funding attempts to address the problems of poverty on educational achievement290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) | **Comparative Systems of Education****Discussion Questions:** How does the American system compare with other nations’ system of education.  Readings:Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 12***Assignment 8***: Reflection: How do I feel about immigration? What is my understanding of immigration’s historical role in our society? |
| **Week 10 (Onsite):****March 26**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?**Readings:**Ornstein, Levine & Gutek (2011) *Foundations of Education*Chapter 13 |

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| **Week 11 (Online):** **April 2**Handicapped & Social Relations in the ClassroomIdentify 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 15***Assignment 9: Reflection***: How must one redefine equality of opportunity in order to include and incorporate the differently-abled? |
| **Week 12 (Onsite):** **April 9**Making a Difference for Women in Today’s ClassroomsSpecify 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. | **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? |
| **Week 13 (Onsite)****April 16**Safe-learning environmentsSpecify 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? **Education Week Online:** Read how policymakers and interest groups are responding to the recent incidents of violence in schools. Are we getting any closer to construct safe environments.**Readings:** To be assigned***Assignment 10:*** Reflection: Were you ever bullied? Have you been a bully? Where does bullying come from? Engendering self-respect and respect for others, how? |
| **Week 14 (Onsite):** **April 23**Safe-learning environments290-3-3.04 (2)(c)3.(i) | **Discussion Questions****School and rampage violence** What are the causes of youth violence: In what ways does American culture give rise toschool violence? How can we explain rampage school shootings? If school violence is a manifestation of American culture, can you minimize occurrences?(Activities to be determined) |
| **Week 15 (onsite)****April 30** | **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 . .*** *.*

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.