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| **AUBURN UNIVERSITY**  Course Syllabus |

**1. Course Number:** FOUN 3000-003 Sp 2014

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

Room: 2414 Haley

Time: 8.00A – 10.50a

Day: (T)

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

**Prerequisites:** Junior standing

**Professor**: James S. Kaminsky

**Room**: 4090 Haley Center

**Ph**: 334 844 3592

**Email**: kaminjs@auburn.edu

1. **DATE SYLLABUS PREPARED**: January 2014
2. **TEXTS OR MAJOR RESOURCES:**

**Required:**

Ornstein, Allen C., Levine, Daniel U., Guteck, Gerald, and David E. Volk. (2014). *Foundations of education* 12 Ed. Belmont, CA: Wadsworth. --

Adams. et al. , Maurianne, Et.al. (2013). Readings for diversity and social justice. (3 Ed.), New York, NY: Routledge.

*Education Week* monthly subscription $9.95

**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 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.

**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 Meeting’s readings. These indicators pertain to organization and management; learning environment; oral and written communication; cultural, ethnic and social diversity; language diversity; general issues; and professionalism.

Create appropriate, challenging and supportive learning opportunities for students through participation in service learning.

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

**6. COURSE CONTENT AND SCHEDULE:**

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| **MEETINGS**  **&**  **THEMES** |  |
| **Readings/ Assignments** |
| **January 14**  Recognize individual variations in learning activities in service to the community | **Introduction to Service Learning**  **Introduction to FOUN 3000**  **Lecture: Social justice, service learning, teaching, and you.**  <http://www.wimp.com/livedie/>  **Discussion Question:**  *Why did the service learning coordinator suggest that service learning would push you out of your social and cultural comfort zone? How is it connected to the idea of social justice?*  a. Into to the practice of service learning.  b. Identify the assumptions of the service learning’s philosophy  <http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html>  **Lecture: Diversity of learners and settings: Orientation**  **Video:** The Bottom Line in education, 1980 to the present. Public Broadcasting System.  Readings:  **Ornstein**, **et al**, (2014). *Foundations of education*. Ch. 1, Ch. 2, and Ch. 9. pp. 256 -278, Ch. 13  **Adams. et al.**  (2013). *Readings for diversity and social justice* Ch 1, Ch. 4, Ch 5, and Ch. 130.  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **January 21**  Teacher’s responsibilities in a democracy  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a democracy in a diverse country | **Ed Week 2/21: Yancey and White**  **Discussion Question:**  **Lecture: History of Public Education**  **Video:** School: School: As American as Public School, 1900-1950. The Public Broadcasting System  **Readings: Ornstein**, Allen C. et al. (2014). *Foundations of education*. Ch. 5.  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |

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| **January 28**  Democracy and the Individual in Public education  Specify the contemporary concepts, assumptions, current issues, that revolve around the practice of public education in a diverse country | **Ed Week 2/28: Walden and Veazey**  **Discussion Question:**  *Do the children of undocumented aliens have a right to a public education? Or, what responsibility do we have to educate undocumented aliens?*  **Video:**  **Lecture:** Social Justice and Equality of Educational Opportunity  **Readings:**   * **Ornstein**. et al. (2014). *Foundations of education*. Ch 11,   **Adams. et al.**  (2013) *Readings for diversity and social justice* Introduction to Section 2, Ch. 8 and Ch. 9  **Short Quiz 1: Jan 14, 21, 28 Readings**  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |

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| **February 4**  Political Forces Shaping education and Teaching  Specify the contemporary concepts, assumptions, current issues, that set the ground work for the desegregation of American Schools and the deconstruction of social and cultural exclusion | **Ed Week 2/4: Tofani and Smith**  **Discussion Question:**  *Federal educational policy under President Obama i.e. “Race to the top” and President Bush requires annual achievement testing. Does the new Federal testing requirements created to limit social promotion create more educational and social problems than it solves?*  **Video: School**: A Struggle for educational Equality: 1950-1980 –PBS  **Lecture:** Equality of educational opportunity  **Readings:**  **Ornstein**, **et al**. (2014). *Foundations of education*. Ch. 12  **Adams. et al.**  (2013) *Readings for diversity and social justice* Ch. 11  **Short Quiz 2: Feb 4 Readings**  (290-3-3.04 (4) (c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii) and 290-3-3.04(4)(c)5.(i) |

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| **February 11**  Forces Shaping the Structure of Public education -- race  (continued)  State how the politics of empowerment is related to LGBT ISSUES | **Ed Week 2/11: Sessums and Rush**  **Discussion Question:** *How does the struggle for LGBT rights affect school practice?*  **Lecture: LGBT POLICY**  **Video:**  **Readings Due**:  **Ornstein**, **et. al**, (2014). *Foundations of education*. p. 273 (footnote www. resource) p. 291.  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Heterosexism Introduction section 6, Ch. 77, and Ch. 100.  **Short Quiz 3: February 11 Readings**  (290-3-3.04 (4)(c) 1. (ii); (290-3-3.04 (4)(c) 1. (iii), and 290-3-3.04(4)(c)5.(i) |

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| **February 18**  Forces Shaping the Structure of  Public education –  Identify the social and cultural issues of the First Amendment’s “establishment clause” | **Ed Week 2/18: Romano and Rawls**  **Discussion Question:**  *Discuss why has the Supreme Court has ruled that certain instances of prayer in public schools are unconstitutional?*  **Video: School Prayer**  **Lecture: The Supreme Court religion and school prayer**  **Readings due**  **Ornstein**, **et. al**, (2014). *Foundations of Education*. Ch. 9 pp. 293 - 300  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Section 4 Religious Oppression: Introduction, and Ch 43, and Ch. 45  **Short Quiz 4: February 18 readings**  (290-3-3.04 (4) (c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **February 25**  Poverty: Student Differences in the Classroom  (continued)  Specify how adequacy funding attempts to address the problems of poverty on educational achievement | **Ed Week 2/25: Pegues and Nikolakis**  **Lecture**: National State and **Local** government **Control and school finance**  **Video:** Children in America’s Schools – The debate (First sixty minutes)  **Readings: Ornstein**, **et. al**, (2014). *Foundations of Education*. Chapters. 7  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Ch. 25, 26, and Ch. 33  **Short Quiz 5: February 25 readings**  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **March 4**  **Family wealth and public education** | **Ed Week 3/4: McIntyre and Logan**  **Discussion Question:**  *Differences in educational platforms are created by differences in community wealth that add to state funding of public schools. Is it socially fair that differences in community wealth create immense differences in the quality of pubic schools?*  **Lecture**: National State and **Local** government **Control and school finance**  **Video:** Children in America’s Schools – The debate (Second sixty minutes)  **Readings Due**: **Ornstein**, **et al.**, (2014). *Foundations of Education*. Chapters. 8  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Ch. 35, and 38  **Short Quiz 6: March 4 readings**  (290-3-3.04 (4)(c) 1. (ii) and (290-3-3.04 (4)(c) 1. (iii) |
| **March 10 to 14** | **SPRING BREAK** |
| **March 18**  Equality of Educational Opportunity and  Multiculturalism: Differences in the Classroom  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 | **Ed Week 3/18: Lau and Jordan**  **Discussion Question:**  *What is multicultural education?*  **Equality of Educational Opportunity and Multiculturalism**  **Lecture:** Multicultural curriculum Video: In the Whiteman’s Image. Public Broadcasting System. **Readings Due:**  **Ornstein**, **et al.** (2014). *Foundations of Education*. Ch. 12. And especially pp. 380 - 388  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Ch. 50, Ch. 51, Ch. 52, and Ch. 54  **Short Quiz 7: March 18 readings**  (290-3-3.04 (3) (c)1.(ii); (290-3-3.04 (4)(c) 1.(ii);  (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i) |

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| **March 25**  Handicapped & Social Relations in the Classroom  Identify the significance of PL 94-142 and IDEA for the extension of equality of educational opportunity to the differently-abled. | **Ed Week 3/25: Jones and Houston**  **Discussion Question: Construction of Inclusion**  *Discuss the major issues in disability education?*  **Videos:** Regular Lives: Public Broadcasting System and  Educating Peter.  **Readings Due:**  **Ornstein**, **et al.** (2014). *Foundations of Education*. Ch. 12 (pp. 388-396)  **Adams. et al.** (2013) *Readings for diversity and social justice.* Ableism Section 8 introduction, Ch. 95, Ch. 98  **Short Quiz 8: March 25 readings**  (290-3-3.04 (4)(c)1.(ii) and (290-3-3.04 (4)(c)1.(iii) |
| **April 1**  Making a Difference for Women in Today’s Classrooms  Specify major factors in the deconstruction of the educational oppression, exclusion, subordination | **Ed Week 4/1: Henderson, Atkinson, and Harmon**  **Discussion Question:** *Why was Title IX important to the well-being of American women.*  **Video: Half the People. (1999) Public Broadcasting System**  **Readings Due:**  **Ornstein**, **et al.** (2014). *Foundations of Education*. Ch. 10  **Adams. et al.** (2013) *Readings for diversity and social justice. Section 5 Introduction, Ch. 60, 64, 65, and Ch. 66*  **Short Quiz 9: April 1 readings**  (290-3-3.04 (4)(c)1.(ii); (290-3-3.04 (4)(c)1.(iii) and 290-3-3.04(4)(c)5.(i) |

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| **April 8**  Safe-learning environments  Specify the relationships of hyper masculinity to school violence and bullying | **Ed Week 4/8: Duyck and Crump**  **Discuss**: Discuss the problem of bullying in America's public schools & school safety  **Video:** Tough Guise  http://www.youtube.com/watch?v=W1g9RV9OKhg  **Lecture: Bullying / School Safety**  **Readings: Ornstein**, **et al.** (2014). *Foundations of Education*. Ch. 9. pp. 278 – 293  **Adams. et al.** (2013) *Readings for diversity and social justice Section 7 Introduction pp. 425 – 429. Ch. 14, 64, and Ch. 80*  **Short Quiz 10: April 8 readings**  (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) |
| **April 15** | **Ed Week 4/15: Brigham and Bizjak**  **Lecture**: School Safety  **Video:** Killer at Thurston High  Emergency response: ALICE ([A]lert, [L]lockdown, [I]nform, [C]ounter, [E]vacuate  **Readings: Ornstein**, **et al.** (2014). *Foundations of Education*. Ch. 10 |
| **April 22** | **Final Examination TBA** |

**7. COURSE REQUIREMENTS/EVALUATION:**

**Lab and Service Learning**

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

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set

by the service learning coordinator. **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside.**

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

**COURSE EVALUATION:**

**Short Multiple-choice exams 60 percent**

**Ed Week submissions 10 percent**

**Take Home Final Essay 30 percent**

**Ed Week Report Pass / Fail per date on syllabus**

**Essay Presentation Pass / Fail - 5 marks if you fail to present**

**Service Learning Reflection Pass / Fail**

**TOTAL 100 percent**

**GRADING SCALE:**

100 - 90 percent A

89.9 - 80 percent B

79.9 – 70 percent C

69.9 – 60 percent D

Below 59.9 percent 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.

**EVALUATION METHODS:**

**Ed Week Report**: Everyone will be expected to select and submit *eight* (8) articles/reports from ***Education Week*.** Your submission must have your name, section number, and (submission number e.g., **1/8 2/8, 3/8….)** -- for every submission

You must be prepared to discuss your report. The submissions consist of a printout or photocopy of the date page and the article and a ½-1 page written report (word processed) on how the article relates to a social or cultural educational issue. Each student may only submit one article per Week. You must submit all *eight* (*8*) to receive the *ten* percent available in this assignment. Submissions of 5 to 7 Ed Weeks will be awarded ½ point per submission. Ed Week reports must be submitted in class.

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

**Education Week** is available online at ([www.EdWeek.org](http://www.edweek.org)).

**Ed Week Presentation:** Presenters should be prepared to lead a class discussion for 5 to 10 minutes. I suggest you prepare interactive questions (cannot be answered with a yes or no) in case the class is initially nonresponsive. I will expect you to lead a discussion by asking for responses to your Ed Week. You must also calling on at least three (3) class members by their name (No one is class is named “You all!”). All class members should be prepared to respond to an interactive question about the presenter’s Ed Week.

**Multiple-choice examinations:**

***There will be eight multiple-choice examinations during the course of the semester. Beginning January 28 there will be a 10 question multiple-choice exam at the end of lecture each week.***

***Your Multiple-choice grade will be determined your average score after the two lowest scores on the weekly exams have been excluded. Weekly exams cannot be made up.***

***If you miss an exam it will be recorded as a 0.***

**Final Examination:**

***The take home portion of the final examination is due on May 29, 2014 at 4.00p in 4090 Haley.***

The final take home examination is an essay. The final examination will be constituted by **one question**. It is worth thirty (30) percent. This is a comprehensive question that will ask you to draw upon readings, lecture and video material from the **entire** course. The question will focus upon the reading you have chosen.

On the cover sheet of the take home examination identify your **final examination** with **your name, section number, and student number**. The cover sheet and bibliography are not part of the page count. No answer to question 1 may be less than three (3) pages or longer than six (6) pages. ***Pay special attention to the entry for the grade of “C” in the Qualitative Rubric.***

The take home final examination must be submitted the last day of class (the date due is specified in this syllabus).

**8. CLASS POLICY STATEMENTS:**

**Late Assignment Guidelines:**

**Due: All assignments are due at the start of class.**

**Late final examinations:** Late final examinations will result in an assignment grade that is lowered 20% per day.

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. See also **Tiger Cub** for rules on academic honesty.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Kozol, 1988, p. 22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is “zero percent” for the assignment. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else as yours or work that you have submitted for another class to satisfy a requirement of FOUN 3000.**

**Civility Statement**

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

Disruptive behavior includes, but is not limited to the following: receiving beeper or cell phone calls during class, leaving class early or coming to class late, eating in class, disrupting instructional discourse, doing assignments for other classes, reading the paper, sleeping, and engaging in other activities that detract from the classroom learning experience.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Students with Disabilities:** If you are a student with a disability, you should consult with the Program of Students with Disabilities located in 1232 Haley Center at 844-2096 to identify with the Program of Students with Disabilities and the courses’ instructor to determine what accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

**Accommodations:** Students who need accommodations are asked to 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).

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.

Appendix B

**Qualitative evaluation rubric**

* **Qualitative Grading Criteria for Short answer examinations and Examinations**

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

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

Papers at this level demonstrate substantial understanding of the topic defined by the essay. It will integrate textual reading material, lectures, and videos. It will demonstrate high levels of insight and or originality regarding the issues defined by your answer. They also will show relations to other educational issues.

***The final examination will use readings from several chapters and or textbooks to support its argument.*** The papers presented at this level are exemplary and the conclusions presented are without factual or interpretive errors.

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

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

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

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

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

**C** “C” papers maybe of any length. The paper will have a few citations. If an examination answer references from only one source the answer will be deemed to receive a grade of no more than “C” irrespective of any other virtues it might display. Citations will reference some appropriate chapters in the course textbook and readings

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

**D** “D” papers can be of any length.

Papers at this level meet only the most nominal academic requirements. They nominally address the topic but do so without detail.

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

The number of citations in a paper that presents substantial mistakes shall be irrelevant for the purposes of grading.

**F** “F” papers can be of any length. Papers at this level do not address the question or demonstrate a seriously flawed understanding of material presented in class and required texts. Papers marked at this level may also contain errors that violate fundamental standards of academic conduct - i.e. the submission of the work of another as one's own, etc.

**Style Guide**

**Citations, APA Style**

In-text direct quotes provide author(s), publication date, and page number at the end of the sentence in **(Jones 2010, p. 5)**

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

Referring to a main idea but not a quote from another text, provide author and publication date

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

**Reference page, APA Style**

**Book by single author(s).**

**Author. Date. Title of Book. Location: Publisher**

Ornstein, A. C., Levine, D. U., & Gutek, G. L. (2014). Foundations of education (11th ed). Belmont, Calif.: Wadsworth Cengage Learning.

**Book – no author or editor**

Anonymous. (2002). Readings in education. Boston, MA: Pearson Custom Publishing.

**Article in an edited book such as the Diversity Reader**

Kielsmeier, J. C. (2004). A time to serve, a time to learn. In J. S. Kaminsky, K. L. King & I. E. Watts (Eds.), Diversity of learners and settings (pp. 3 - 10). Boston: Pearson Custom Publishing.

**Personal communication (such as from a class lecture)**

Kaminsky, J. S. (2014). Diversity lecture. In “Your name” notes (Ed.). Auburn.

**Citations, MLA Style**

In-text direct quotes and main ideas provide author and page number. If author is in the sentence, then only page number in (149)

For example: It was baffling to discover the common knowledge that the lady lacked. She made me think of the people Paulo Freire calls the oppressed who “act like machines whose motions are predetermined by the oppressors” (149).

For example: As James Kielsmier percent out, young people need to be involved with children in the school setting because of the benefit that both teachers and students get out of it (3).

**Reference page, MLA style:**

Author(s) or editor(s). The complete title edition. Place of publication: Shortened name of the publisher, date of publication.

**Book by single author(s).**

Spring, Joel. Wheels in the Head. New York: McGraw-Hill, 1994.

**Article in an edited book such as the Diversity Reader**

Bell, H. (2013). White poverty: The politics of invisibility. In M. ... et al. (Ed.), *Readings for diversity and social justice*. New York: NY: Routledge.

**Lecture**

(Kaminsky. FOUN 3000. July 15, 2006)