

AUBURN UNIVERSITY Course Syllabus

1. Course Number:	FOUN 3000-002 Summer 2010	Course Title:	Diversity of Learners and Settings
Credit Hours:	3 semester hours	Prerequisites:	Sophomore standing
Time and Location:	Mondays and Wednesdays 3:00-6:45pm	Office Hours and Location:	Mondays and Wednesdays: 12:30-2:30 Tuesdays: 1:30-3:30 Or by appointment Haley Center 4054
Instructor:	Haley Center 3034 Dr. Carey Andrzejewski (a.k.a Dr. A) dr.a@auburn.edu 4-3012	Co-Instructor:	Michelle de Freitas (a.k.a Michelle) mmd0012@auburn.edu

2. DATE SYLLABUS PREPARED: May 2010

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.
 Spring, J. (2008). *American education*. (14 ed.) New York: McGraw-Hill.

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:

CLASS MEETINGS	Readings / Assignments
<p>Class 1 May 24</p> <p>Introduction & Democratic Education</p>	<p>Debate: Sign Up and Practice: Do Americans need a common identity? Video: <i>School: The Common School Movement, 1770-1890</i> Discussion: Diversity of learners and settings: Orientation and Service Learning Readings Due: Required:</p> <ul style="list-style-type: none"> • Spring, J. (2008). The goals of public schooling, Chapter 1. (<i>American Education</i>) • Noddings, N. (2004) Renewing democracy in schools. (<i>Diversity of Learners and Settings</i>)
<p>Class 2 May 26</p> <p>Education and the Individual</p>	<p>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:</p> <ul style="list-style-type: none"> • Deschenes, S. et al. (2004) Mismatch: Historical perspectives on schools and students who don't fit them. (<i>Diversity of Learners and Settings</i>) • Spring, J. (2008) Equality of educational opportunity. Chapter 2. (<i>American Education</i>)
<p>Class 3 June 2</p> <p>Religion and Schools</p>	<p>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:</p> <ul style="list-style-type: none"> • Spring, J. (2008) The courts and the schools. Chapter 10, Pp. 249-282 (<i>American Education</i>) • Kielsmeier, J. C. (2004) A time to serve, a time to learn. (<i>Diversity of Learners and Settings</i>)
<p>Class 4 June 7</p> <p>Race and Education & Desegregation in Schools</p>	<p>Debate: Can schools close the achievement gap between students from different ethnic and racial backgrounds? Video: <i>Eyes on the Prize: Fighting Back</i> Discussion: Equality of educational opportunity Readings Due: Required:</p> <ul style="list-style-type: none"> • Howard, G. (2006) <i>We Can't Teach What We Don't Know</i> Pp. 1-86. • Spring, J. (2008) Equality of educational opportunity. Chapter 3, Pp. 61-70 (<i>American Education</i>) <p>Choose <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Darling-Hammond, L. (2004) New standards and old inequalities (<i>Diversity of Learners and Settings</i>) • Yamato, G. (2004) Something about the subject makes it hard to name (<i>Diversity of Learners and Settings</i>) • Kozol, J. (1991) Other people's children (<i>Diversity of Learners</i>)

	<p><i>and Settings)</i></p> <ul style="list-style-type: none"> Sleeter, C. E. (2004) How white teachers construct race (<i>Diversity of Learners and Settings</i>)
<p>Class 5 June 9</p> <p>Multiculturalism and Multilingualism</p>	<p>Debate: Should English immersion replace bilingual education?</p> <p>Video: <i>In the Whiteman's Image</i></p> <p>Discussion: Multicultural curriculum</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> Spring, J. (2008) Multicultural and multilingual education. Chapter 5 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> Garcia, E. (2004) An ecology of family, home, and school (<i>Diversity of Learners and Settings</i>) Marshall, P. L. (2004) Hispanic/Latino/a American students. (<i>Diversity of Learners and Settings</i>) McKenna, F. R. (1981) The myth of multiculturalism. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> Must have completed at least 1 reflection!
<p>Class 6 June 14</p> <p>School Finance & Poverty</p>	<p>Debate: Can federal initiatives rescue failing schools?</p> <p>Video: <i>Children in America's Schools</i></p> <p>Discussion: Local control, school finance, and students in poverty</p> <p>Readings Due:</p> <ul style="list-style-type: none"> Spring, J. (2008) Power and control at the state and national levels. Chapter 7. (<i>American Education</i>) Spring, J. (2008) The courts and the schools. Chapter 10, Pp. 282-283 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> Odden & Picus (2004) Introduction and overview of school finance (<i>Diversity of Learners and Settings</i>) Odden, A. (2004) The new school finance (<i>Diversity of Learners and Settings</i>)
<p>Class 7 June 16</p> <p>Inclusion</p>	<p>Debate: Is full inclusion the best option for students with disabilities?</p> <p>Videos: <i>Educating Peter</i></p> <p>Discussion: Construction of Inclusion</p> <p>Readings Due:</p> <p>Required:</p> <ul style="list-style-type: none"> Spring, J. (2008) Students with disabilities. Chapter 3, Pp. 72-82 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> Shaunessy, E. (2004) State policies regarding gifted education (<i>Diversity of Learners and Settings</i>) Ferguson, P. (2004) The social construction of mental retardation (<i>Diversity of Learners and Settings</i>) Sapon-Shevin, M. (2004) Gifted education and the protection of privilege (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <p>Service Learning Reflection Papers are Due!!!</p>

<p>Class 8 June 21</p> <p>Gender and Education</p>	<p>Debate: Should schools implement single-gender classes to ensure equal educational opportunities for boys and girls?</p> <p>Video: <i>Killing Us Softly</i> and <i>Tough Guise</i></p> <p>Discussion: How have educational systems changed to provide equality of educational opportunity for women?</p> <p>Readings Due: Required:</p> <ul style="list-style-type: none"> • Spring, J. (2008) Gender and income. Chapter 2, Pp. 39-41 (<i>American Education</i>) • Spring, J. (2008) Sexism and education. Chapter 3, Pp. 70-72 (<i>American Education</i>) <p>Choose <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Lucey, H. et al. (2004) Uneasy hybrids: Psychosocial aspects of becoming successful for working-class young women. (<i>Diversity of Learners and Settings</i>) • Martin, J. R. (2004) Reclaiming the ideal of an educated woman. (<i>Diversity of Learners and Settings</i>) <p>Assignments Due:</p> <ul style="list-style-type: none"> • Must have completed at least 2 reflections!
<p>Class 9 June 23</p> <p>School Safety</p>	<p>Debate: Are zero-tolerance policies the best option for ensuring that schools are safe?</p> <p>Video: <i>Killer at Thurston High</i></p> <p>Discussion: Effective strategies for constructing a safe school</p> <p>Readings due: Choose <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Handout (Blackboard) • Curtin, D. and Litke, R. (2004) Institutional violence. (<i>Diversity of Learners and Settings</i>) • Newman, K. S. (2004) Explaining rampage school shootings (<i>Diversity of Learners and Settings</i>) <p>Assignments Due: Service Learning Time Logs and Site Evaluations are Due!!!</p>
<p>Class 10 June 24</p>	<p>Video: <i>Crash</i></p> <p>Discussion: Finishing touches on final projects</p> <p>Assignments Due:</p> <ul style="list-style-type: none"> • Must have completed at least 3 reflections!
<p>Final June 25</p>	<p>IMPLICIT CURRICULUM PROJECT DUE!!! 5:00pm in 4054 Haley Center</p>

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 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 (Ms. Chenentra Bradley). **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).

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	35 points	6 points per debate you hear (6 of the classes 2-9)
Participation in 2 Debates	80 points	For dates, refer to debate schedule on Blackboard.
3 Productive Reflections	60 points	Reflections can be submitted each class (classes 3-10). See Course Schedule.
Crash Activity	25 points	6/24
Implicit Curriculum Project	50 points	Due 6/2 by 5:00pm.
TOTAL	250 points	

GRADING SCALE:

223.75 - 250 points	89.5-100%	A
198.75 - 223.74 points	79.5-89.49%	B
173.75 - 198.74 points	69.5-79.49%	C
148.75 - 172.74 points	59.5-69.49%	D
Below 148.74 points	below 59.49%	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 10 classes creating 10 opportunities for you to participate. You may earn up to .5 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 5.

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 reference ideas from the course material (4 points), 2) are accurate to the course material (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).

Implicit Curriculum Project: Your final project is your opportunity to share with me what you believed to be the most important ideas covered in the class. This is a summative assessment, and as such, it should communicate to me what you have learned. See handout regarding the implicit curriculum 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 20% per day. For example, a paper that is turned in one day late and results in a grade of “100%” will be lowered to an “80%”. Similarly, a paper that is turned in two days late and results in a grade of “100%” will be lowered to “60%”. **You must submit a hard copy to me.**

Productive reflections are due at the start of the following class meeting (e.g. the reflection regarding course material discussed in class 3 is due at the start of class 4). Late reflections will not be accepted. In addition, you may not write a reflection about a class meeting that you did not attend.

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 *Tiger Cub* for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) 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 exam 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) found in the *Tiger Cub* will apply to university courses. 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 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. The consequence for a violation of the Auburn University Academic Honesty Code and will be treated as such according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work**

that you have submitted for another class to satisfy a requirement of FOUN 3000.

I also remind you of **The student honor pledge for Auburn University**: "In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 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.

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

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

In-Text Parenthetical Citations, APA Style

Remember, the purpose of citations is to give the AUTHOR 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 quotes 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 ():

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).

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

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.

Reference page, APA Style

References should be alphabetized **by author**.

Books

Author. (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.

Article in an edited book (such as *Diversity of Learners and Settings*)

Author. (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. (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.

Lectures – Not listed in the reference list.

(Instructor, Course Lecture, Date)

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

Class Discussion – Not listed in the reference list.

(Name, Course Discussion, Date)

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

Debates; What you *heard* in class. – Not listed in the reference list.

(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).

Video References

- As American as public school: 1900-1950* [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.
- Haggis, P. (Writer/Director). (2005). *Crash* [Motion Picture]. Santa Monica, CA: Lions Gate Films.
- 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). (1999). *Killing us softly: Advertising's image of women* [Motion Picture]. Cambridge, MA: Cambridge Documentary Films.
- 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 theories in their complexity. Generally, there is empirical evidence for and against each theory. Our goal is to be critical consumers of the empirical evidence and decide which theory 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 theories. 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; results are revealed)
- 2 minutes (pro) introduction / 2 minutes (con) introduction
- 5 minutes argument 1 (pro) / 5 minutes argument 1 (con)
- A few moments for each side to strategize before beginning the rebuttals
- 5 minutes rebuttal (con) / 5 minutes rebuttal (pro)
- 2 minutes (con) closing / 2 minutes (pro) closing
- 1 minute (class post-votes: Are you pro or con? 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 last).

You will debate in teams of 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. **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 40 points, for a total of 80 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. (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. (10 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. (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. (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. (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...”). Beyond that, giving credit where credit is due is part of good scholarship. You are expected cite your sources in all of your assignments for this class. (5 points)
 - **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 debate grade sheet from Blackboard. Here is the text contained on that form:

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 ____/10. 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 partners for this debate were:

Based on her/his contribution to the debate, I feel _____ earned a ____/10. I feel s/he deserves this score because:

Based on her/his contribution to the debate, I feel _____ earned a ____/10. 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 parenthetical citations (this class will use APA).

Vote: **Yes**

Student Name
Date

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. Vote	/1
2. Three Ideas from the Reading (1/2 point each)	/1.5
3. Citations (1/2 point each)	/1.5
4. Consistent Argument	/2
	/6 points total

1. Vote: The individual votes either yes or no and indicates that vote using the correct color index card. If the individual has voted yes, then his/her argument will be written on a green index card with **yes** written in the top left-hand corner. If the individual has voted no, then his/her argument will be written on a red card with **no** written in the top left-hand corner (see example).

2. Three Ideas: The individual includes three ideas from the readings and/or the debate summary to support his/her argument. Only one quote/idea from the debate summary will count towards the three ideas.

3. Citations: The individual uses properly formatted APA parenthetical citations to for each quote (total of three). See Dr. A's examples in Appendix B of the syllabus.

4. Consistent Argument: The individual clearly supports one position (either yes or no) and provides consistent reasoning from text and/or personal experience.

Appendix E

Dr. A.'s Advice for Writing Productive Reflections

- 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 eight opportunities to complete three 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 actions. 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 returned, 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 write in the margins 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 Blackboard)

Requirements	Total
--------------	-------

- | | |
|-------------------------|-------|
| • Timely submission | _____ |
| • Approximately 2 pages | _____ |
| | 20 |

Evaluation

1. **Specificity:** Does the student use specific language and terminology rather than broad, vague terms? (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)

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)

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)

5. **Future-Focus (“When I’m a teacher, I will...” “I still need to learn about...” “What I’ve learned suggests I should...”):** Does the reflection include at least four specific statements about the student’s future practice as a student, teacher, or community leader? (4 points)

Appendix F.

Guidelines for Final Implicit Curriculum Project

The implicit curriculum project is your summative assessment for this course. That means that it is your chance to demonstrate what you have learned over the course of the semester in this class. Your final project is due to my office (HC 4054) by 5:00pm on 6/25.

It's obvious that all practicing teachers are responsible for teaching the explicit curriculum (objectives related to school 'subjects'). What is less obvious is that students learn many lessons not directly related to academic disciplines during their time at school; these lessons are known as the implicit or hidden curriculum. One of my goals for this class is for you to think about what students will learn in your class beyond the explicit curriculum. Whether or not you give the implicit curriculum in your class any thought, it will be there and students will learn it. You, therefore, will have a tremendous amount of power regarding how your students come to understand themselves, each other, their society, their culture, the ways in which people should behave, and the world. Given that you have this power, I want you to think about using it; I want you to be purposeful and thoughtful about the implicit curriculum in your future classroom. Hence, your final project in this class is to make some of your implicit curriculum explicit through processes of thinking about it and writing it down.

Your implicit curriculum must contain five objectives that you believe should be central to the work of all teachers. Each of the five objectives in your project must be accompanied by: 1. A rationale (Why does this objective matter?), 2. An indicator (How will you know your students have learned what you intended for them to learn?), and 3. Two strategies (How will you help your students master each objective?). In addition, you must incorporate three sources from the class somewhere related to each objective (the objective, rationale, indicator, or strategies).

Your implicit curriculum project should also include a job description for a teaching job you would like to have after you graduate. Your description can include what we might think of as the explicit tasks and responsibilities of teaching (e.g., "The new gymnastics teacher at ABC Middle School will be expected to teach students to walk on their hands."). It should also include the implicit tasks and responsibilities of teaching—those tasks and responsibilities that you have become aware of as a result of taking this class; What do you now think it means to be a good, qualified, effective teacher? Your job description should be at least one 'meaty' paragraph.

Grading Guidelines:

<u>Component</u>	<u>Points Per Component</u>	<u>Total Points</u>
Objectives		
• Stated Objectives	1	5
• Rationales	2	10
• Indicators	1	5
• Strategies (2 per objective)	1	10
• Citations (3 per objective)	1	15
Job Description	5	5
Total		50 points (25% of the class)

Other Requirements:

1. Your implicit curriculum project must be concluded with a reference list (See Appendix B). If this element is missing, I will not grade your project.
2. Your implicit curriculum project must reference at least 10 different sources from our class materials (readings, debates, videos, activities, discussions, etc.). Your total score on the project will be reduced by 10% (5 points) if you fail to meet this requirement. That is, if you earn a 45/50 on the project, but fail to meet this requirement, you will receive a 40/50.
3. As this is your final project, it must be comprehensive. Your implicit curriculum project must touch on five of the ten themes from class (Democracy, Religion/Morals, Race/Ethnicity, Multiculturalism, Language, School Funding, Social Class, Ability, Gender, School Safety). Your total score on the project will be reduced by 10% (5 points) for every theme you duplicate. That is, if you earn a 45/50 on the project, but only cover 3 of the themes from class, you will receive a 35/50.

Formatting Guidelines: Your final project should follow this format.

Objective 1: Students will ...

Rationale: This objective is important because ...

Indicator: I will know students have met this objective when/because ...

Strategy 1: In order to help my students achieve this objective, I will ...

Strategy 2: In order to help my students achieve this objective, I will ...

Objective 2: ... (Repeat above format.)

Objective 3: ... (Repeat above format.)

Objective 4: ... (Repeat above format.)

Objective 5: ... (Repeat above format.)

Job Description: The new _____ teacher at _____ School will be expected to ...