

July 8, 2010

**AUBURN UNIVERSITY
SYLLABUS**

1. Course Number: FOUN 3000-003 Diversity of Learners and Settings

2. Days: T H

3. Time: 3.00p – 6.45p

4. Course Title: Diversity of Learners and Settings

5. 3220 Haley

Credit Hours

- 3 semester hours.
- Lec 2 semester hours, Lab 1 hour [1 Lab hour = 3 contact hours).

Prerequisites:

Corequisites: None

6. Date Syllabus Prepared:

- Reviewed and updated May 6, 2010
- Distributed June 29, 2010

7. Texts or Major Resources:

Required:

- Howard, Gary. (1999) *We can't teach, what we don't know* New York, NY: Teachers College Press.
- Kaminsky, James S.; King, Kimberly L; and Watts, Ivan. 2004. *Diversity of Learners and Settings*. 2ed. Pearson Custom Publishing
- Ladson-Billings. (1994) *The dreamkeepers*. San Francisco: CA. Josey-Bass Publishers
- Spring, Joel. (2008). *American education*. (14 edition) New York, NY: McGraw-Hill.

Optional:

- Lee, Stacey J. (1996). *Unraveling the "model minority" stereotype*. New York, NY: Teachers College Press.
- Obidah, Jennifer & Teel, Karen. (2001) *Because of the kids*. New York: Teachers College Press
- Orenstein, Peggy. (1994). *School girls: Young women, self-esteem, and the confidence gap*. New York, NY: Anchor Books.
- Valdes, Guadalupe. (2001) *Learning and not learning English*. New York: Teachers College Press

8. Course Description:

- Exploration of socio-cultural factors, individual differences, and exceptionalities of learners; understanding diversity and communicating with students with differing cultural backgrounds, abilities, and values.

9. Course Objectives:

- To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners.
- 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.

- To examine students' motivation for seeking a career in education and the ways in which their backgrounds and experiences affect their world view and their view of education.

DUE DATES FOR COURSE EVALUATION:

Take home Mid-semester: Available: July 1, 2009; Due: July 13, 2010

Take Home Final: Available July 13, 2009; Due: July 29, 2010.

Mid-semester Exam 1 – 40 points

Final Exam - 50 points

Ed Week Reports - 10 points

TOTAL GRADING SCALE:

100 points

100 - 95 %	A
94.9 - 80 %	B
79.9 – 70 %	C
69.9 – 50 %	D
Below 49.9 %	F

ALABAMA LICENSURE REQUIREMENTS:

Reminder: To satisfy the State of Alabama, Department of Education’s requirements for licensure, all professional courses [FOUN 3000 is a professional course] must be passed at least as the level of “2.5” or better.] Students who do not pass all professional courses at the level of “C” or better will not be licensed in the State of Alabama.

Class Attendance/Participation

Class participation is required. If you miss more than **three (3)** sessions -- even if you have a medical or university excuse -- you will be deemed not to have attended and will be withdrawn – (W).

Class Participation: Everyone is expected to be ready for class and participate in class discussions. You are required to attend all classes. If you are absent without a medical or university excuse you will lose two (2) points of your point total for FOUN 3000 for each day you are absent

EVALUATION PROCEDURES:

Turning in papers

All papers must be submitted on the Web through a webpage called Turnitin. Type: www.turnitin.com in the web-address window.

All assignments must be turned in through Turnitin.com. To assure your privacy you must establish the following anonymous device to submit papers through Turnitin.com.

GMAIL

To assure your privacy begin by setting up an anonymous Gmail account. Gmail is a free Google site.

Go to Gmail.com and create a new email account.

Supply a user name. When requested for a user name: **DO NOT USE YOUR REAL NAME.** You have been given four (4) strings of numbers generated by a random number table to create an anonymous name.

Supply the first string of numbers as your first name.

Supply the second string of numbers as your last name.

Supply the third string of numbers as your login name.

Supply a password. Supply the fourth string of numbers as your password.

Do not use any password you have used on a previous occasion. **NEVER** use a password used at Auburn University for any purpose. **DO NOT CHECK THE “REMEMBER ME ON THIS COMPUTER” box. REMOVE THE CHECK FROM ENABLE WEB HISTORY. DO NOT USE THIS ACCOUNT FOR ANY OTHER PURPOSE -- CHATS ETC --**

Supply a security question. Select “write my own question” from the drop down menu.

Supply the question: What is my best friend’s first name.

LEAVE THE REQUEST FOR A SECONDARY EMAIL ADDRESS BLANK.
Type and enter the authentication code

(WRITE DOWN NUMBER STRINGS FOR YOUR NAME: FIRST AND LAST, LOGIN NAME AND YOUR PASSWORD)

II. Go to Turnitin.com

Go to the upper right hand corner and click Sign in.

On the next screen go down to **New students start here**

In the New students start here segment of the page click “Create a user profile”

On screen 2 Under “**Create a new account**” click “**student**”

On screen 3: Supply the Class ID number and password printed below on this syllabus.

Password: brother

ID: 3329906

Follow the instructions as provided by Turnitin.com

When asked for an email account enter the email address you created using random numbers you used to create your Gmail.com

When asked for a question do not choose any question that might identify you. Select your favorite song, etc.

Select agree on the next screen. And log into class.

From now on you will log on to (submit to FOUN 3000 by typing in you email address and the password you have created on the upper right-hand corner of the Turnitin homepage.

You must log in to Turnitin by tomorrow at 3.00pm or lose one point.

All Ed Weeks and examinations must be submitted through Turnitin.com.

III. Security

When turning in a assignment file Turnitin.com never include your name anywhere on the paper. Use only the First and last name constructed with the random numbers with which you have been supplied.

When you submit the hard copy in class identify the paper with BOTH your name and the random number name with which you have been provided.

Assessment:

What's happening? (Ed Week Report): Everyone will be expected to select and submit *six* (6) articles/reports from *Education Week*. *Education Week* is available online at (www.edweek.org).

Ed Week reports must be submitted in class. (You forgot your *Ed Week* at home, no credit; you forgot to bring it to class, no credit; the printer in the LRC failed, no credit; you didn't bring it to class for any reason, no credit.) 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 1/2 to 1 page written report (word processed) on how the article relates to a social, cultural, or educational issues. Each student may only submit one article per session. You must submit all *six* (6) to receive the *ten* (10) points available in this assignment. Ed Week reports must be submitted in class. *Ed Weeks* CANNOT be made up unless a medical excuse or a university service excuse for an approved absence as noted in the *Tiger Cub*. If you submit four (4) or five (5) Ed Weeks you will receive .5 points per submission.

In addition, if you fail to submit at least three (3) Ed Week Reports you will receive a maximum grade of 70% for FOUN 3000, irrespective of better marks on any and all other assignments and examinations.

Service Learning

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000 and validate points earned for Ed Weeks and examinations. Students must complete all assignments and satisfy the performance criteria set by the service learning coordinator. 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

following semester. (Students receiving a grade of Incomplete Spring semester may be permitted to repeat service learning Fall 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.

Mid-semester paper

The **mid-semester examination** is a comprehensive examination covering all material and Service Learning experiences in the course since the beginning of the semester. **Clearly indicated your random number, section, and instructor on the cover sheet of your paper.** The cover page and bibliography do not count toward the examination page limit.

On the Hard Copy submitted in class add your given name: e.g., Mary Jones; John Smith;

There will be three (3) short research questions. No answer may be shorter than one page or longer than three (3) pages. The examination will cover all assigned readings and lectures required before the date your examination is due. The cover sheet should present you name, student number, and section number.

All mid-semester examinations must be submitted via Turnitin.com and a hard copy must be submitted in class (the date due is specified in your syllabus). Your Mid-semester examination must be presented as a single file to Turnitin.com. **All answers must begin with the question number followed by the question and then your answer.** Question answers must be presented in ascending order – e.g., 1, 2, and 3. Questions may not be presented out of order – e.g., 3, 1, and 2.

Papers will be penalized 5% if the set question does not precede your response. Papers will be penalized 5% if questions are not submitted in order. Papers will be penalized 5% if citations and works cited paper do not conform to a common style guide (APA, MLA, etc).

Final paper:

On the cover sheet identify your **final examination with your section number and random number that you have been given.** The cover sheet and bibliography are not part of the page count.

On the Hard Copy submitted in class add your given name: e.g., Mary Jones; John Smith;

All final examinations must be submitted via Turnitin.com and a hard copy must be submitted the last day of class (the date due as specified in your syllabus). Your final examination must be presented as a single file to Turnitin.com.

There will be one (1) question. No answer may be shorter than three (3) pages or longer than eight (8) pages. The examination will cover all assigned readings and lectures required before the date of examination.

Papers will be penalized 5% if the set question does not precede your response. Papers will be penalized 5% if questions are not submitted in order. Papers will be penalized 5% if citations and works cited paper do not conform to a common style guide (APA, MLA, etc).

COURSE POLICIES:

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 . . .

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.

Late Examination Guidelines: Late exams will result in an examination grade that is lowered 10% per day. For, example, an exam that is turned in one day late and results in a grade of “100” will be lowered to a “90”. Similarly, an examination that is turned in two days late and results in a grade of “100” will be lowered to a “80”.

Medical and University Service Excuses:

If you miss a test and have a medical or university service excuse you will have one week (7 days) from the date indicating you will be able to return to class to complete and submit any missed work.

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 minor violation of the Auburn University Academic Honesty Code is “zero points” for the assignment. In the case of a flagrant violation of the Academic Honesty Code the offense will be referred to the Academic Honesty Committee. Rewriting the assignment 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. See also **Tiger Cub** for rules on academic honesty.

Civility Statement

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions limit the learning of other. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. 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. When a person disrupts the class in any of these ways, the course instructor may remove the disruptive person from the class and terminate their enrollment.

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.

You should keep a HARD copy or file of your paper and all graded assignments returned to you until the end of the semester – STUFF HAPPENS.

ALWAYS BRING TEXTBooks TO CLASS!!!!!!!!!!!!!!!!!!!!!!

	Thursday
Week 1	Orientation
June 29, 2010	Lecture: Service Learning and Teaching in America <u>In-class Workshop:</u> From self to others (A re-reassessment of your personal philosophy of education: ASCD workbook) Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Spring, Joel. (2008) The profession of teaching. In <i>American Education</i> Chapter 8, pp. 245 – 279 (Text) <input type="checkbox"/> Kielsmeier, James. (2004) A time to serve, a time to learn. <i>Diversity of learners and settings</i>. Pp. 3 – 10.

	Thursday
	Tuesday.
Week 2 Challenges to the public school July 1, 2010	Issues in American Education Lecture: Goals of American Education Video: School: The Bottom Line in Education, 1980 to the present. Public Broadcasting System. Readings Due: <ul style="list-style-type: none"> • Spring, Joel. (2008) The goals of public schooling. In <i>American Education</i> Chapter 1, pp. 3 -29. (Text) • Noddings, N. (2004) renewing democracy in schools. <i>Diversity of learners and settings</i>. Pp. 35 - 41

	Thursday
Week 2 July 6, 2010 Democracy and Education role in modern society	“We the People...”: Democracy and Education What are the goals of public education in a democracy? What kinds of goals are most significant in such a society? Ed Week Lecture: Politics and education Video: School: As American as Public School, 1900-1950. The Public Broadcasting System Lecture: Goals of public schooling In-class Workshop: Readings Due: <ul style="list-style-type: none"> • Spring, Joel. (2008) Power and Control at the State and National Levels. In <i>American Education</i> Chapter 7, pp. 177 -196. (Text) • Howard, G. (1999). <i>We Can't Teach What We Don't Know</i>. Pp. 1-27
	Tuesday
Week 3 July 8, 2010 Desegregation	Historical Forces Shaping Education and Teaching What were the initial goals of the common school? What groups benefited from the presence of these schools and which groups did not? Why was it inevitable that public schooling develop in this country? Ed Week Lecture: History of Educational Diversity Video: School: A Struggle for Educational Equality: 1950-1980 –PBS Video Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Howard, G. (1999). <i>We Can't Teach What We Don't Know</i>. Pp. 29 -52 • Spring, Joel. (2008) Equality of Educational Opportunity. In <i>American Education</i>, Chapter 3, pp. 61 -70. (Text) <input type="checkbox"/> Anderson J.D. 2004the education of blacks in the south. <i>Diversity of learners and settings</i>. Pp. 167 - 206

	Thursday
Week 3	Identity: Diversity and Equality of Educational Opportunity What is the relationship of the self to society? What is the relationship between diversity and equality of educational opportunity?
July 13, 2010	Ed Week Lecturer: Construction of dominance.
The Individual in Public Education	Video: Eyes on the Prize: Episode 2 (1957 – 1962) PBS Video In-class Workshop In your group, write a description of how your educational life world have been different as a person of color. Or if you are a person of color how your educational experience would have been different if you were White. Readings Due: <input type="checkbox"/> Spring, Joel. (2008) Equality of educational opportunity. In <i>American Education</i> Chapter 4, Pp. 86 - 110. (Text) <input type="checkbox"/> Sleeter, Christine. (2004) How white teachers construct race. <i>Diversity of learners and settings</i> . Pp. 261 – 275. <input type="checkbox"/> . Howard, G. (1999). <i>We Can't Teach What We Don't Know</i> . Pp. 53 – 86.

	Tuesday
Week 4	Religion and education In what ways do notions of religion shape teacher behavior? What are the ramifications for diverse student populations? What moral instruction is appropriate for American children in its public schools?
July 15, 2010	Lecture: Religion and education Video: School Prayer Readings Due: <input type="checkbox"/> Spring, Joel. (1999) Courts and religion. In <i>American Education</i> Chapter 10, Pp. 249 - 284. (Text) <input type="checkbox"/> Howard, G. (1999). <i>We Can't Teach What We Don't Know</i> . Pp. 87 -99.
Forces Shaping the Structure of Public Education	

	Thursday
Week 4 July 20, 2010 Multicultural education	Native American Education: Language Minority Students in American Classrooms What are American attitudes and values towards limited English proficient or LEP students? How do discriminatory attitudes influence school policy and disadvantage of multicultural students in the classroom? Additionally, how do school policies, practices and programs perpetuate inequalities multicultural students? Lecture: Multiculturalism Video: In the Whiteman's Image. Public Broadcasting System. Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Spring, Joel. (1999) Student diversity. In <i>American Education</i>. Ch 4. pp. 122 - 152 <input type="checkbox"/> Spring, Joel. (1999) Multicultural and Multilingual Education. In <i>American Education</i>. Ch 5. pp. 118 - 145. <input type="checkbox"/> McKenna, Francis. (2004) The myth of multiculturalism. <i>Diversity of learners and settings</i>. Pp. 343-351

	Tuesday
Week 5 July 22, 2010 Gender and Social Relations in the Classroom	The Impact of Gender on Students' Classroom Experiences 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? Lecture: Gender Equity in Education. . Video: Half the People. (1999) Public Broadcasting System In-class Workshop: What are the issues of gender equity? Readings Due: <ul style="list-style-type: none"> <input type="checkbox"/> Spring, Joel. (1999) Gender and income. In <i>American Education</i> Chapter 3, Pp. 70 - 72. (Text)

	Thursday
Week 5 July 27, 2010 School Finance	Social Construction of Poverty What is poverty? How has educational poverty been constructed? In what ways do schools perpetuate poverty? Is poverty an American value? Lecture: Educational Opportunity and Poverty Video: Children in America's Schools – The debate <u>In-class Workshop:</u> Construct a budget to support a \$50.00 per month education expense for a family of four. [Bring a calculator to class.] Readings Due: <input type="checkbox"/> Spring, Joel. (1999) Education and social class and school districts. In <i>American Education</i> Chapter 2, Pp. 30 - 59. (Text)
	Tuesday
Week 6 July 29, 2010 Making a Non-violent Difference in Today's Classroom	I. Changing demographics in American Schools. Lecture: Children in American schools II. An Examination: School and Youth Violence Using Structural/Institutional Violence What are the causes of youth violence: In what ways does American culture give rise to school violence? If school violence is a manifestation of American culture, can you minimize occurrences? Video: Tough Guise (Part I): Media Education Foundation ISBM 1 893521 28 1 26 Center St. Northampton MA <u>Worksheet: Identification of hyper violence.</u> Readings Due: Spring, Joel. (1999) A Case Study: Student Violence. In <i>American Education</i> Chapter 7, Pp. 191 - 193. (Text) Newman, Katherine S. 2004. Explaining rampage school shooting. <i>Diversity of learners and settings</i> . Pp. 443 – 460.

Qualitative evaluation rubric

- **Qualitative Grading Criteria for Response Papers 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 textbook and readings.

Papers at this level demonstrate substantial understanding of the topic defined by the essay. It will integrate textual research material and demonstrate unusual levels of insight and or originality regarding the issues defined by the set critique. They also will show relations to other educational issues.

These papers will use readings from several chapters to support their 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 without errors of presentation - i.e. conform to a common style and are without spelling errors etc.

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 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 a reference paper or examination answers references only one source the answer or paper will be deemed to be a “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 texts 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 the only the most nominal academic requirements.

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.

Papers at this level often contain substantial errors of presentation and fact. 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 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 ():

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 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 a communication disorder (Vaughn, et.al., 2006).

Reference page, APA Style

Author. Date. Title of Book. Location: Publisher

Spring, Joel. (1994). *American Education* (2nd ed.). Boston, MA: McGraw-Hill College.

Book – no author or editor

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

Article in an edited book

McKenna, Francis R. (2002). The myth of multiculturalism and the reality of the American Indian in contemporary America. In Kaminsky, J. King, Kimberly, and Watts, Ivan (Eds.), *Diversity of learners and settings*. (pp. 343 - 351). Boston, MA: Pearson Custom Publishing.

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 ():

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 points 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. Pages (if article or chapter).

Kielsmier, James. “A Time to Serve, A Time to Learn.” *Diversity of Learners and Settings*. 2nd Ed. Ed. James Kaminsky, Kimberly King, and Ivan Watts. USA: Pearson Custom, 2004. 3-10.

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

Lecture

(Kaminsky. FOUN 3000. May 28, 2009)