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| **AUBURN UNIVERSITY**  Course Syllabus |

**1. Course Number:** FOUN 3000-002 Summer 2016

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

Room: 2467 Haley

Time: 12.45p – 4.45p

Day: Wednesday

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

**Professor**: James S. Kaminsky

**Room**: 4090 Haley Center

**Ph**: 334 844 3592

**Email**: kaminjs@auburn.edu

1. **DATE SYLLABUS PREPARED**: January 2016
2. **TEXTS OR MAJOR RESOURCES:**

**Required:**

Ornstein, Allen C., et al. (2014). *Foundations of education* Ed. Belmont, CA: Wadsworth.

Adams. 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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| **Session 1**  **June 27**  **Short Essay 1 Due: July 6, 2016**  **(1.) Describe how the qualities of a healthcare professional are similar or different than those of a professional educator.**  **Begin by pasting the following URL into your browser. It describes qualities of a health care professional.**  http://allhealthcare.monster.com/benefits/articles/3854-top-10-qualities-of-a-great-health-care-professional?page=1  **Papers should be approximately four (4) pages (300 words per page) in length per page.**  **An acceptable paper should use at least (4) but no more than (6) short quotations from your reading in Adams and Ornstein as well as from lecture and video** | **Diversity of learners and settings: Orientation** |
| **Lecture: Syllabus FOUN 3000 Diversity of Learners and Settings**  **Video: Ken Robinson: Changing education paradigms**  <http://www.ted.com/talks/lang/en/ken_robinson_changing_education_paradigms.html> |
| **Session 1**  **June 27** | **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?*  **Video:** Frontline PBS *Education of Michelle Rhee*  Lectures: Service Learning  Lecture: Teaching in America  **Ornstein**, **et al**, (2014). *Foundations of education*. Ch. 1, Ch. 2, and Ch. 9. |
| **Session 2**  **June 29** | **Ed Week 2 Ward and Steers**  **Lecture: Social Goals of Public Education**  **Video:** Is School Enough:  <http://video.pbs.org/video/2365073145/>  Readings:  **Adams. et al.**  (2013). *Readings for diversity and social justice* Ch 1, Ch. 4, Ch 5. and Ch. 130.  **Weekly Quiz 1 (Will be about the course syllabus)** |

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| **Session 3**  **July 6**   |  |  | | --- | --- | | **Assignment 2 Due: July 13, 2016**  **(2.) Brown v. the Board of Education of Topeka Kansas declared that “separate but equal schools” was an unconstitutional constraint of the rights of the American people. If the Supreme Court had denied Brown’s suit and affirmed Plessey v. Ferguson, analyze how the practice of public education would have been different in the last fifty years?**  **Papers should be approximately four (4) pages (300 words per page) in length per page.**  **An acceptable paper should use at least (4) but no more than (6) short quotations from your reading in Adams and Ornstein as well as from lecture and video** | (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) | | **Discussion Question:**  **Lecture: History of Public Education**  **Video: :** School: As American as Public School, 1900-1950. The Public Broadcasting System  **Readings: Ornstein**, Allen C. et al. (2014). *Foundations of education*. Ch. 5 & 7  **Adams. et al.**  (2013). *Readings for diversity and social justice* Ch 137 |

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| **Session 4**  **July 11** | **Discussion Question: Racial Diversity**  *Do the children of undocumented aliens have a right to a public education? Or, what responsibility do we have to educate undocumented aliens?*  **Lecture: Politics of Public Education**  **Video: School**: A Struggle for educational Equality: 1950-1980  **Lecture: History** of Education  **Readings:**   * **Ornstein**. et al. (2014). *Foundations of education*. Ch 10 & 11   **Adams. et al.**  (2013) *Readings for diversity and social justice* Introduction to Section 2, Ch. 8 and Ch. |

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| **Session 4**  **July 13**   1. **Assignment due: July 27, 2016**   **Critique the claim that “bullying” is a normal part of growing up and should be expected in the public schools.”**  **Papers should be approximately four (4) pages (300 words per page) in length per page.**  **An acceptable paper should use at least (4) but no more than (6) short quotations from your reading in Adams and Ornstein as well as from lecture and video** | **Discussion topic Religious Diversity**  *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  ( |

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| **Session 5**  **July 18** | **Discussion topic Heteronormativity and feminism**  **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, Ch. 64, Ch 65, Ch. 66 and 80* |

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| **Session 5**  **July 20**   1. **Assignment due: May 2, 2016 (The due date is after the last day of class)**   **Critique the claim that “bullying” is a normal part of growing up and should be expected in the public schools.”**  **Papers should be approximately four (4) pages (300 words per page) in length per page.**  **An acceptable paper should use at least (4) but no more than (6) short quotations from your reading in Adams and Ornstein as well as from lecture and video** | **Discussion Question:** *How does the struggle for LGBT rights affect school practice?*  **Lecture: LGBT POLICY**  **Video: Bullied**  **Readings Due**:  **Ornstein**, **et. al**, (2014). *Foundations of education*. p. 273 (footnote) p. 291.  **Adams. et al.**  (2013) *Readings for diversity and social justice*. Heterosexism Introduction section 6, Ch. 77, and Ch. 80. |
| **Session 6**  **July 20** | **Discuss**: Discuss the problem of bullying in America's public schools & school safety  **Video:** Tough Guise 2  **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* |
| **Session 6**  **July 25**  **8. Write a school safety policy** | **Ed Week 15:**  **Lecture**: School and Personal Safety  **Video:** Killer at Thurston High  Emergency response: ALICE ([A]lert, [L]lockdown, [I]nform, [C]ounter, [E]vacuate  **Readings:** |
| **Session 7**  **July 27** |  |

1. **COURSE REQUIREMENTS/EVALUATION:**

**Lab and --**

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. 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**.**

Students who fail to complete the 25-hour service-learning requirement or receive an assessment of less than 3 points for service learning lab will receive a grade of **D for FOUN 3000. – Irrespective of points earned in short essays, quizzes and Ed Week submissions.**

**COURSE EVALUATION:**

**Three (3) Short essays 30 points -- 10 points per essay**

**15 Weekly quizzes 50 points – 3.57 points per quiz**

**Ed Week submissions 15 points – 1 point per submission**

**Service Learning 5 points -**

**TOTAL 100 points**

**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:**

**Short essays:** Short essays are due at the start of class.There will be three (3) short essays across the semester. Essays are due at the start of class on the day specified in the syllabus. They must conform to the APA style guide. Grades will be assessed as described in the rubric attached to this syllabus.

A hard copy of your essays must be submitted at the start of class. A file copy of your essay must be submitted on Canvas prior to the beginning of class. If either short essay hard copies or Canvas file copies not submitted at or prior to the start of class or essay will receive no more than eight (8) points.

(Essays cannot be submitted late without a university or medical excuse. Make-ups are due 7 days after your return to class. Essays submitted after 7 days will receive a score of zero (0).

**Weekly Quizzes:** Quizzes will be given at the end of class. There will be fifteen (15) weekly quizzes. Each quiz will address readings, lectures, and videos for the week specified in the syllabus.

(Weekly Quizzes cannot be made up without a university or medical excuse. Make-ups are due 7 days after your return to class.)

**Ed Week Report**: Ed Week reports are due at the start of class. Everyone will be expected to select and submit *fifteen* (15) comments/reports from ***Education Week*.** Your submission must have your name, section number, and (submission number e.g., **1/15 2/15, 3/15….)** -- for every submission. Ed Week reports hard copies not submitted at the start of class or if file copies are not submitted on Canvas the report will receive a grade of zero (0) for that week.

(Ed Weeks cannot be made up without a university or medical excuse. Make-ups are due 7 days after your return to class.)

You must be prepared to discuss your report. The submissions consist of a printout or photocopy of the date page 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 *fifteen* (*15*) to receive the *fifteen* points available in this assignment. Submissions of less than ten (10) Ed Weeks will be awarded 0 point for the assignment. Submissions of 11 – 14 will be awarded one (1) point per submission. Ed Week reports must be submitted at the beginning of class and a file copy uploaded to Canvas.

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

**Ed Week Presentation:** Presenters listed in your syllabus should be prepared to lead a class discussion for 5 to 10 minutes. Prepare interactive questions (questions that 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 call 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.

1. **CLASS POLICY STATEMENTS:**

**Digital Equipment:**

Computers, laptops, tablets, and smart phones:  electronic digital devices may not be used in class during the course of lecture, video presentations, Ed Weeks or discussions unless required for class laboratory assignments.

Use of digital devices in class is distracting to fellow students. Such devices also disrupt lecture and meaningful class discussions. Individuals using such devices during class will be required to leave the class.

Individuals with an American Disabilities Act accommodation will be allowed to use digital devices.

**Late Assignment Guidelines:** 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.

Short-essay hard copies and file copies presented after the expiration the seven-day extension provided by a medical or university excuse will receive a grade of zero (0).

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

**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.**

**Digital Equipment:**

**Computers, laptops, tablets and smart phones: electronic digital devices may not be used in class during the course of lecture, video presentations, Ed Weeks or discussions. Use of digital devices in class is distracting to fellow students. Such devices also disrupt lecture and meaningful class discussions. Individuals using such devices during class will be asked to leave.**

**Individuals with an American Disabilities Act accommodation will be allowed to use digital devices.**

**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.

**Qualitative evaluation rubric for short essays**

10-point scale

*Answers accurately present data in textbooks, videos, and lectures.*

4= The paper presents all the data in a structured, concise manner that is supported by quotes or paraphrases from lecture, video, and quotes from both texts with elaboration and a clear thought process.

3= The paper was supported by three elements of course material (E.g., Lecture, video, Adams text, but not Ornstein text) but needed to elaborate more on certain parts of the answer.

2= The paper provided only some support from two elements of course material (E.g., Lecture, video, but not Adams text, and Ornstein text) and needed to provide further elaboration.

1= The paper provided a limited attempt at including course material and limited elaboration.

0= The paper does not use evidence to support the answer and provides no elaboration.

*The paper will have at least 4 and at most 6 citations. There must be at least one citation from lecture. There must be at least one citation from the Ornstein text and one citation from the Adams text. There must be at least 4 citations to receive all three points. The remaining citations my come from sources outside of text or lecture*

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3= 4-6 references are cited in the paper and included in the reference page.

2= 2-3 references are cited in the paper and included in the reference page.

1= 1 reference is cited in the paper and included in the reference page.

0= There are no references in the paper nor on the reference page.

*A paper is close to a maximum of four pages*

1= The paper is at or close to the maximum page limit.

0= The paper is less than three (3) or overshoots the maximum by more than one (1) page.

*Papers are largely without spelling errors*

1= 4 or less spelling errors.

0= 5 or more spelling errors.

*Papers are in APA format*

1= The paper is in correct APA format.

0= The paper is not in correct APA format.

**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 (12th ed). Belmont, Calif.: Wadsworth Cengage Learning.

**Book – no author or editor**

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

**Book of readings:**

Tatum, B. D. (2013). Who am I? In M. Adams, J. B. Warren, C. Castaneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. xxxii, 658). New York: Routledge Taylor & Franacis Group.

**Citation for URL**

Smith, J. (2009, August 21). Obama inaugurated as President. *CNN.com*. Retrieved September 1, 2009, from: http://www.cnn.com/POLITICS/01/21/obama\_inaugurated/index.html

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

Kaminsky, J. S. (09/29/2015). Diversity lecture. In “Your name” notes (Ed.). Auburn.