

**EDUC 3000: DIVERSITY OF SETTINGS AND LEARNERS  
AUBURN UNIVERSITY  
SPRING 2001**

**COURSE FACULTY**

**Section 002/ Tuesday 12:30-3:15**

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**COURSE DESCRIPTION**

This course is the first part of the Professional Core in the College of Education Undergraduate Teacher Certification Programs. It serves as an introduction to perspectives and practices in education in a democratic society. Students will explore the philosophical, social, cultural and individual factors that have shaped and continue to impact public education in the United States. Students will also examine the educational experiences of diverse learners as well as teachers' roles and responsibilities with respect to teaching all students. Students will work collaboratively to develop critical pedagogical strategies to prepare all students to participate in realizing the vision of a democratic society.

The intent of this course is to actively engage student with perspectives that are different from their own. The course is team-taught and combines in-class as well as community-based discovery learning that links theory and practice. Community-based discovery learning, known as service learning, involves students in active participation in the community in a local agency or service center. All experiences in the course will provide students the opportunity to critically examine their perspectives and their career goals in relation to the community.

**INSTRUCTIONAL OBJECTIVES**

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners.
2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to the following variables: ethnicity, culture, language, socioeconomic status, lifestyle, religion, age, and exceptionality.
3. To examine students' motivation for seeking a career in education and the ways in which their backgrounds and experiences affect their world view and their view of education.

**REQUIRED READINGS:**

(Ayers) Ayers, W., Hunt, J.A. & Quinn, T. (1998). Teaching for social justice. New York: Teachers College Press.

(F & S) Feinberg, W., & Soltis, J. (1992). School and society (2nd edition). New York: Teachers College Press.

Kottler, J. A., & Kottler, E. (2000). Counseling skills for teachers. Thousand Oaks, CA: Corwin Press.

- (Kozol) Kozol, Jonathan. (1988). Rachel and her children: Homeless families in America. New York: A Fawcett Columbine Book (Published by Ballantine Books).
- Mastropieri, M. & Scruggs, T. (2000). The Inclusive Classroom: Teaching Strategies for Effective Instruction. Columbus, OH: Merrill.
- (R & J) Reed, Ronald F., & Johnson, Tony W. (1996). Philosophical documents in education. White Plains, NY: Longman Publishers, Inc. (or Addison-Wesley Publishers )
- Course Packets are available from Auburn University Bookstore under “EDUC 3000 Erevelles”**  
**One of the following books will be assigned to your group. Do not purchase any of these books until after the first day of class.**
- Bogdan, Robert, & Taylor, Steven. (1994). The social meaning of mental retardation: Two life stories. New York: Teachers College Press.
- Ladson-Billings, Gloria. (1994). The dreamkeepers. San Francisco: Jossey-Bass, Inc.
- Lee, Stacey J. (1996). Unraveling the "model minority" stereotype. New York: Teachers College Press.
- Orenstein, Peggy. (1994). School girls: Young women, self-esteem, and the confidence gap. New York: Anchor Books.
- Rodriguez, Richard. Hunger of memory. Bantam Books.
- Temes, Peter S. (1998). One school now: Real life at Lynn English High. New York: Peter Lang Publishing.

#### COURSE EVALUATION

#### GRADING SCALE:

<i>Points</i>	<i>Assignment</i>		
60	(2) Examinations	200 –180	A
45	(3) Response papers	179.9–160	B
35	Service Learning & Group Presentation	159.9–140	C
25	Workbook Questions	139.9–120	D
20	Class Participation	119.9 and below	F
<u>15</u>	Discussion Group		
TOTAL	200		

#### EVALUATION METHODS

- Examinations (60 points)- Midterm (30 points)-A take-home examination will be distributed in class Tuesday, Feb. 20. Return the completed examination to class Thursday, March 8. This is a comprehensive examination covering all material and service experiences in the course before the week of March 6. Answers must be typewritten or word-processed. Final examination (30 points) – This is a 2 part comprehensive examination covering all material and service experiences in the course between the week of March 6 and the last day of the course. Part 1 is a take home examination distributed in class Tuesday, April 17 to be returned to 2084 Haley Center by 4PM May 4. Answers must be typewritten or word-processed. Part 2 of the exam will be held during exam week and include multiple choice, matching, and short answer questions.
- Response Papers: Students will be expected to respond to an 3 out 5 possible questions (4-6 pages) long over the course of the semester. Specific dates for when each response paper is due are listed on the course schedule. All papers should be typed and double-spaced with a works cited page attached at

the end of the paper. A stapled copy of your paper should be submitted by 4:00 p.m. on the day it is scheduled. Failure to follow any of these guidelines will result in points being deducted.

3. Service Learning and Psychosocial Issues Group Presentation (35 points)

This course component includes 30 hours of community-service and 6 typewritten or word-processed service reflections (20 points). Students will participate in a psychosocial issues 20 minute group presentation (15 points) that integrates service learning experiences and information about a selected issue (e.g., prevalence, definition, causes, impact on students and teaching, programs, resources, laws and policies to address the issue). Groups are encouraged to be creative in the presentation of their topic (e.g., use of audio visuals, handouts). Grading of the presentation will reference the contribution each student made to preparing and delivering the presentation; peer evaluations and instructor evaluation.

<u>Psychosocial Issues Topics</u>	<u>Group Presentation Dates</u>
Family Violence & Child Abuse	April 19
School Violence	April 19
Homelessness	April 26
Substance Abuse	April 26
Depression and Suicide	May 1
Eating Disorders	May 1

4. Workbook Questions (The Inclusive Classroom) (25 points) – Workbook questions on assigned chapter readings will be posted on the EDUC 3000 website under the “Workbook Questions” link. Due dates for these assignments are posted in the syllabus calendar as well as on the website under the “Assignments” link. The answers to questions are to be typed and turned in at the beginning of the class period due. Late assignments will not be accepted unless you have a university excuse for being absent on the due date.
5. Class Participation (20 points) – Students are expected to complete reading assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. Only in-class discussions and work will count toward the class participation grade. Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit. Consequently, attendance will be taken three times each week and .5 points will be subtracted from your final grade for each unexcused absence. Excused absences (see Tiger Cub) are those for which you can provide medical documentation of a serious illness on the date in question or a funeral for a member of your immediate family. In addition, excessive tardiness will have a negative influence on your participation grade.
6. Discussion Group Assignments (15 points) – On the first day of class, students will be organized into a group and assigned a book to read. Each group should anticipate meeting a minimum of three times throughout the quarter. During this time, group members should critically discuss the book and the relevance of course materials to issues raised in the book. See the syllabus for the date your group will be responsible for leading the class discussion. Care should be given to discuss the book in the context of the course readings.

## **COURSE POLICIES**

### ***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. For example, (Kozol, 1988, p.22). If the material is paraphrased, (Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. The consequence for a violation of the Auburn University Academic Honesty Code is "zero points" for the assignment. Rewriting the assignment will not be an option. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class. See **Tiger Cub** for rules on academic honesty.

### ***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 which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

### ***ASSIGNMENT GUIDELINES:***

All assignments must be double-spaced and typewritten or word-processed. You should keep a copy or file of your paper and all graded assignments returned to you until the end of the semester. Late papers will result in an assignment grade that is lowered 10% per day. For example, a paper that is turned in one day late and results in a grade of "100" will be lowered to a "90". Similarly, a paper that is turned in two days late and results in a grade of "100" will be lowered to a "80". Additionally, points will also be deducted for misspelled words or grammatical errors

# COURSE CALENDAR

Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p><i>Week 1</i> <i>Jan. 11</i></p> <p>Course Orientation</p>	<p>Course Orientation</p>	<p>None</p>
<p><i>Week 2</i> <i>Jan. 16/19</i></p> <p>Democracy &amp; Education: Teachers Roles &amp; Responsibilities</p>	<p>What is Democracy? Which populations continue to be invisible in a democracy? In what ways are the changing demographics affecting the social/political/economic aspects of American democracy? What role does education play within a Democratic society?</p> <p><b>Readings:</b>            ? Jefferson, <u>The Declaration of Independence</u> (handout)            ? Douglass, <u>The Hypocrisy of American Slavery</u> (handout)            ? The Cherokee Story, <u>The Trail of Tears</u> (handout)            ? Plato, <u>Book VII, The Republic</u> R&amp; J, 11-13</p>	<p>? Kottler - preface, Ch. 1            ? Gazda – Article #11</p> <p><i>What are the benefits of adding interpersonal helping skills to your professional repertoire?</i></p>
<p><i>Week 3</i> <i>Jan. 23/25</i></p> <p>The Individual in Public Education</p>	<p><i>What is the relationship between the individual and society? How does education mediate this relationship? How do issues of difference complicate this relationship?</i></p> <p><b>Readings:</b>            ? Locke, <u>Some Thoughts Concerning Education</u>, R&amp; J, 51-59            ? Rousseau, <u>Emile</u>, R &amp; J, 61-71            ? Dewey, <u>Democracy and Education</u>, R&amp; J, 100-105</p>	<p>? Arredondo – Article #3</p> <p><i>How would you describe yourself according to the dimensions of personal identity?</i></p>

Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p><i>Week 4</i> <i>Jan. 30/Feb. 1</i></p> <p>Historical Forces Shaping Education and Teaching</p>	<p><i>What were the historical and political forces that shaped the common school movement? What groups benefitted from these schools and which ones were rendered invisible? In what ways are these values present in our current school systems?</i></p> <p><b>Readings:</b>  ? Spring. Article #23  ? Anderson. Article #1</p> <p><b>Response Paper 1 due.</b></p>	<p>? Gibson &amp; Mitchell – Article # 12  ? Woody, La Voie &amp; Epps – Article #25  ? <a href="http://www.learnandserve.org/index.html">http://www.learnandserve.org/index.html</a></p> <p><i>How have the professions of school counseling and school psychology developed over the years?</i>  <i>How does your service learning commitment fit our national agenda for service?</i></p> <p><b>Service Learning Commitment Form Due</b></p>
<p><i>Week 5</i> <i>Feb. 6/8</i></p> <p>Forces Shaping the Structure of Public Education</p>	<p><i>How have sociologists explained the relationship between school, society, and democracy? What are the strengths and weaknesses of these different perspectives? As a future teacher, what aspects of the different perspectives will you incorporate in your teaching?</i></p> <p><b>Readings:</b>  ? The Functionalist Perspective on Schooling 15-40 (F&amp;S)</p>	<p>? <a href="http://www.ed.gov">http://www.ed.gov</a>  ? <a href="http://www.alsde.edu">http://www.alsde.edu</a>  ? <a href="http://www.alsde.edu/default.asp?info=2&amp;toc=2&amp;sSectionID=39&amp;ProjectID=79">http://www.alsde.edu/default.asp?info=2&amp;toc=2&amp;sSectionID=39&amp;ProjectID=79</a></p> <p><i>What are the priorities for Education of the President and US Secretary of Education? What are the areas of teaching in which students can be certified in the state of Alabama?</i></p>
<p><i>Week 6</i> <i>Feb. 13/15</i></p> <p>Forces Shaping the Structure of Public Education</p>	<p><i>How are social inequalities propagated by the ways we fund schools? How does the funding structure perpetuate the privilege of some and the disadvantage of others?</i></p> <p><b>Readings:</b>  ? Marxist Theory and Education, 41-58, (F&amp;S)  ? McLaren, Article #17  ? Kozol, Article #14</p>	<p>Kottler - Ch.7  <a href="http://www.nassp.org/index1.html">http://www.nassp.org/index1.html</a>  <a href="http://www.naesp.org/">http://www.naesp.org/</a>  <a href="http://www.naesp.org/">http://www.naesp.org/</a>  <a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a></p> <p><i>Which education professionals are involved in shaping public education?</i></p>

Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p>Week 7 Feb. 20/22</p> <p>The Challenge of Diversity</p>	<p><b>Readings:</b></p> <p>? <u>The Interpretivist Point of View</u>, 75-104 (F&amp;S)</p> <p>? Rachel and Her Children, 79-144 (Kozol)</p> <p>? Ellison. Prologue. <u>Invisible Man</u> (CP)</p> <p><b>Response Paper 2 Due</b></p>	<p>? Mastropieri Ch. 5</p> <p>? Kottler - Ch.2</p> <p>? Bennett – Article #4</p> <p><i>How will understanding the process of helping assist you in responding to the challenge of diversity? What is the teacher's role in helping students develop positive cultural identities?</i></p> <p><b>Workbook Questions Ch. 5 Due</b></p>
<p>Week 8 Feb. 27/March 1</p> <p>Student Differences in the Classroom</p>	<p><i>Historically, what impact has race had on U.S. society? How do schools reproduce and resist racism?</i></p> <p><b>Readings:</b></p> <p>? Pinar. Article #20</p> <p>? Sleeter, Article # 22</p> <p><b>Film: Skin Deep</b></p>	<p>? Mastropieri Ch. 3</p> <p>? Kottler - Ch. 4</p> <p>? Cooper &amp; Simonds – Article #6</p> <p><i>Which helping skills do you personally need to improve upon to develop your capacity for good communication?</i></p> <p><b>Workbook Questions Ch. 3</b></p>
<p>Week 9 March 6/8</p> <p>Student Differences in the Classroom</p>	<p><i>How are schools implicated in the construction of the differently-abled student? How do issues of disability also implicate issues of race, class, and gender within schools? How can "mainstreaming" support critical practices that challenge traditional educational procedures like tracking and standardized testing?</i></p> <p><b>Readings:</b></p> <p>? Oakes, Article #19</p> <p>? Sapon-Shevin, Article #21</p> <p>? Noguera, Article #18</p> <p><b>Book Presentation: Social Construction of Mental Retardation</b></p>	<p>? Kottler Ch. 5</p> <p>? Burden &amp; Byrd – Article #5</p> <p><i>Give reasons for using groups to create a positive classroom environment. What will be your greatest challenge in classroom management?</i></p> <p><b>Midterm Examination Due</b></p>

Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p>Week 10 March 13/15</p> <p>Student Differences in the Classroom</p>	<p><i>What are our own attitudes towards students for whom English is a Second Language (ESL)? What challenges do these students face? What role does the school play in support educational policies and practices that disadvantage ESL students?</i></p> <p><b>Readings:</b>  ? Mckenna, Article #16  ? Epiritu, Article #8  ? Valdez, Article #24</p> <p><b>Book Presentations: Hunger for Memory &amp; The Model Minority Stereotype</b></p> <p><b>Response Paper 3 due.</b></p>	<p>? Mastropieri Ch. 4  ? <a href="http://www.csmp.org/">http://www.csmp.org/</a>  ? <a href="http://peaceeducation.com/">http://peaceeducation.com/</a></p> <p><i>What are school systems doing about conflict resolution and mediation?</i></p> <p><b>Workbook Questions- Ch. 4</b></p>
<p>Week 11 March 20/22</p> <p>Gender &amp; Social Relations in the Classroom</p>	<p><i>Why is gender an important category in the social analysis of schools? How do issues of gender relate to the social construction of identity both inside and outside the classroom?</i></p> <p><b>Readings:</b>  ? Fine, Article #10  ? Houston, Article #16</p> <p><b>Book Presentation: School Girls</b></p>	<p>? Mastropieri Ch. 7  ? <a href="http://www.aacrao.org/policy/govrel/sexual_harrassment.html">http://www.aacrao.org/policy/govrel/sexual_harrassment.html</a>  ? <a href="http://www.edc.org/WomensEquity/resource/title9/report/sexual.htm">http://www.edc.org/WomensEquity/resource/title9/report/sexual.htm</a>  ? <a href="http://www.edc.org/WomensEquity/resource/faqs/disfaq.htm">http://www.edc.org/WomensEquity/resource/faqs/disfaq.htm</a>  ? <a href="http://www.ashland.edu/journals/ase/liability.htm">http://www.ashland.edu/journals/ase/liability.htm</a></p> <p><i>How does gender effect interactions between students and between students and teachers?</i></p> <p><b>Workbook Questions-Ch. 7</b></p>
<b>SPRING BREAK</b>		



Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p><i>Week 12</i> <i>April 3/5</i></p> <p>Making a Difference in Today's Classrooms</p>	<p><i>How does a new teacher develop an critical philosophy of education? How does one enable students to be critical of dominant ideologies? Dare teachers challenge the social order?</i></p> <p><b>Readings:</b>  ? Greene, <u>The Dialectic of Freedom</u>, R &amp; J, 126-141  ? West, <u>Prophetic Thought in Postmodern Times</u>, R &amp; J, 175-180.  ? Freire, <u>Pedagogy of the Oppressed</u>, R &amp; J, 188-198</p>	
<p><i>Week 13</i> <i>April 10/12</i></p> <p>Making a Difference in Today's Classrooms</p>	<p><i>Same questions as above</i></p> <p><b>Readings:</b>  ? Ayers, <u>Teaching for Social Justice</u>, pp. xvii-xxvi, pp. 1-81.</p> <p><b>Book Presentation: Dreamkeepers</b> <b>Response Paper 4 due</b></p>	<p>? Mastropieri Ch. 10  ? <a href="http://www.nea.org/aboutnea/code.html">http://www.nea.org/aboutnea/code.html</a>  ? <a href="http://www.scu.edu/SCU/Centers/Ethics/practicing/focusareas/education/">http://www.scu.edu/SCU/Centers/Ethics/practicing/focusareas/education/</a></p> <p><i>How are issues of social justice reflected in the NEA code of ethics?</i></p> <p><b>Workbook Questions-Ch. 10</b></p>
<p><i>Week 14</i> <i>April 17/19</i></p> <p>Making a Difference in Today's Classrooms</p>	<p><i>What are some historical explanations for youth/school violence? How have school administrators and teachers addressed such issues? How does one offer a critical response to school violence?</i></p> <p><b>Readings:</b>  ? Handouts on School Violence  ? Ayers, <u>Teaching for Social Justice</u>, R &amp; J, pp. 197-294.</p> <p><b>Book Presentation: One School Now</b></p>	<p>? Kottler - Ch. 6, p.27-32,41,43  ? Visit course website link-School violence</p> <p><i>How can parents be involved in creating safe schools and homes?</i></p> <p><b>Group Presentations - Family Violence &amp; Child Abuse; School Violence</b></p>

Theme	Tuesday	Thursday
	Readings/Assignments	Readings/Assignments
<p>Week 15 April 24/26</p> <p>Making a Difference in Today's Classrooms</p>	<p><b>Readings:</b> ? Ayers: pp. 68-168.</p> <p><b>Response Paper 5 due.</b></p>	<p>? Mastropieri Ch. 7 ? Kottler - pg. 39</p> <p><i>What insight have you gained regarding homelessness and substance abuse as a result of your service learning experience?</i></p> <p><b>Workbook Questions- Ch. 2 Group Presentations -Homelessness; Substance Abuse</b></p>
<p>Week 16/Tues only May 1</p> <p>Making a Difference in Today's Classrooms</p>	<p>? Kottler-p. 33-35,37-38</p> <p><i>What insight have you gained regarding depression, suicide, and eating disorders as a result of your service learning experience?</i></p> <p><b>Group Presentation-Depression &amp; Suicide; Eating Disorders</b></p>	
Week 17	May 4 Take Home Exam Due	Final Exam-Exam Period