

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

**COURSE FACULTY:**

Section 003/Tuesday 12:30-3:30pm

Dr. Kimberly Lenease King      Office: Haley Center 4056      Tel: (334) 844-3068      [kingkil@auburn.edu](mailto:kingkil@auburn.edu)  
Office Hours:      Mondays 1:30 p.m.–3:00 p.m. and Tuesdays 3:30 p.m.–5:00 p.m.

Section 003/ Thursday 12:30-2pm

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Section 003/ Thursday 2-3:15pm

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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 TEXTBOOKS:**

(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 )

**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, NY: Teachers College Press.

Ladson-Billings, Gloria. (1994). The Dreamkeepers. San Francisco, California: Jossey-Bass, Inc.

Lee, Stacey J. (1996). Unraveling the “model minority” stereotype. New York, NY: Teachers College Press.

Orenstein, Peggy. (1994). School girls: Young women, self-esteem, and the confidence gap. New York, NY: Anchor Books.

Rodriguez, Richard. Hunger of Memory. Bantam Books.

Temes, Peter S. (1998). One school now: Real life at Lynn English High. New York, NY: Peter Lang Publishing,

**COURSE EVALUATION:**

<b>Points</b>	<b>Assignment</b>
20	Class Participation
45	Responses papers
	Response Paper 1 = 15 points
	Response Paper 2 = 15 points
	Response Paper 3 = 15 points
25	Workbook Questions ( <u>The Inclusive Classroom</u> )
60	Examinations
	Mid-term Examination = 30 points
	Final Examination = 30 points
15	Group-Led Book Discussion

35  
**TOTAL 200**

## Service Learning & Group Presentation

### GRADING SCALE:

200 – 180 points	A
179.9 – 160 points	B
159.9 – 140 points	C
139.9 – 120 points	D
Below 119.9 points	F

### EVALUATION METHODS

**Class Participation:** 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. (Note: This may include pop quizzes if students' participation in class discussions is not satisfactory.) 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 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, for early departure from class and excessive tardiness .5 will be subtracted from your final grade.

**Response Papers:** Every other Tuesday, beginning with Week 4, questions will be distributed in class. You will have a total of 6 questions posed to you between Week 4 and Week 14; you are expected to respond to 3 of these questions. All papers should be typed and double-spaced. You will be expected to respond to each question in a 3–4 page essay. (Note: **I will not read more than 4 pages of typed material for each question.**) You should integrate course readings into your paper. If you use materials from outside of the class, a bibliography should be attached to the paper. A stapled copy of your paper should be submitted in class on the assigned due date.

**Workbook Questions** (*The Inclusive Classroom*): 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 on the syllabus and on the website under the “Assignments” link. The answers to questions are to be typed and submitted at the beginning of the class period on which they are due. Late assignments will not be accepted unless you have a university excuse for being absent on the due date.

**Examinations:** The *mid-term* is a take-home examination that will be distributed in class on Tuesday, Feb. 20, 2001. The examination is due in class on Thursday, March 8, 2001. This is a comprehensive examination covering all material and service experiences in the course before the week of March 6. The *final examination* is a two-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 that will be distributed in class on Tuesday, April 17 and should be submitted in 2084 Haley Center by **4pm OF THE FIRST DAY OF FINAL EXAMINATIONS**. Part 2 of the exam will be held during exam week and includes multiple choice, matching, and short answer questions.

**Group-Led Book Discussion:** On the first day of class, you will be organized into a group and assigned a book to read. Your group should anticipate meeting a minimum of three times throughout the semester. During this time, you should critically discuss the book and the relevance of course materials to issues raised in the book.

**Service Learning and Psychosocial Issues Group Presentation:** You are required to complete thirty-hours of

community-service and submit 6 reflections on these experiences (20 points). In addition, each group will prepare a 20 minute group presentation (15 points) that integrates service learning experiences and information about a selected psychosocial 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.

Psychosocial Issues Topics

Family Violence & Child Abuse  
 School Violence  
 Homelessness  
 Substance Abuse  
 Depression and Suicide  
 Eating Disorders

Group Presentation Dates

April 19  
 April 19  
 April 26  
 April 26  
 May 1  
 May 1

**COURSE POLICIES :**

**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.

**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 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.

## CLASS TOPIC SCHEDULE

	Tuesday	Thursday
Week 1 Jan. 11		Orientation
Week 2  Jan. 16/18  Democracy and Education: Teachers' Roles and Responsibilities	<b>“We the People...”: Democracy and Education</b> What is democracy? What kind of values/rights are most significant in such a society? Are these values/rights enjoyed by everyone equally? In what ways are the changing demographics effecting social/political/economic aspects of American democracy? Why is this discussion relevant to contemporary education? <b>Readings:</b> ? Declaration of Independence ? Constitutional Amendments ? R&J: Counts, pp. 117-122.	Kottler – preface, Ch. 1 Gazda – Article #11  Discussion question: What are the benefits of adding interpersonal helping skills to your professional repertoire?
Week 3  Jan. 23/25  The Individual in Public Education	<b>Identity: Assertion of Self vs. Achieving Our Country</b> What is the relationship of the self to society? Should societal needs supercede those of the individual? Furthermore, what is the impact of difference on the construction of "self"? How does the construction of the different “self” impact one’s experiences inside and outside of the classroom? <b>Readings:</b> ? R & J: Locke, pp. 51-59 ? R & J: Rousseau, pp. 61-71 ? R & J: Dewey, pp. 105-115	Arredondo – Article #2  Discussion question: How would you describe yourself according to the dimensions of personal identity?

	Tuesday	Thursday
<p>Week 4</p> <p>Jan. 30/Feb. 1</p> <p>Historical Forces Shaping the Structure of Public Education</p>	<p><b>Historical Forces Shaping Education and Teaching</b>  What were the initial goals of the common school? What groups benefitted from the presence of these schools and which groups did not? Why was it inevitable that public schooling develop in this country?</p> <p><b>Readings:</b>  ? Ellison, <u>Invisible Man</u>, Article #7  ? Spring, <u>The Ideology &amp; Politics of the Common School</u>, Article #21  ? Anderson, <u>Education and the Race Problem in the New South</u>, Article # 1</p>	<p>Gibson &amp; Mitchell – Article # 12  Woody, La Voie &amp; Epps – Article #23</p> <p><a href="http://www.learnandserve.org/index.html">http://www.learnandserve.org/index.html</a></p> <p>Discussion question: How have the professions of school counseling and school psychology developed over the years? How does your service learning commitment fit our national agenda for service?</p> <p><b>Service Learning Commitment Form Due</b></p>
<p>Week 5</p> <p>Feb. 6/8</p> <p>Forces Shaping the Structure of Public Education</p>	<p><b>Public Schooling and the Question of Democracy: Sociological Perspectives</b>  How do sociologists explain the relationship between school and society? How do the different theoretical perspectives explain social difference? How do these explanations relate to democracy? What are the strengths and weaknesses of these perspectives?</p> <p><b>Readings:</b>  ? S &amp; F: Functionalism, pp. 15-36  ? Kozol, <u>Rachel and Her Children</u>, pp. 25-78</p>	<p>Visit <a href="http://www.ed.gov">http://www.ed.gov</a>;  <a href="http://www.alsde.edu">http://www.alsde.edu</a></p> <p><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>Discussion question: 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?</p>
<p>Week 6</p> <p>Feb. 13/15</p> <p>Forces Shaping the Structure of Public Education</p>	<p><b>The Impact of Funding on the Nature of Education</b>  How are schools funded? In what ways does that process create inequities in educational opportunities? How is privilege and disadvantage perpetuated?</p> <p><b>Readings:</b>  ? S &amp; F: Marxism, pp. 43 - 58  ? Kozol, <u>Savage Inequalities</u>, Article #14</p>	<p>Kottler – Ch.7</p>

	Tuesday	Thursday
<p>Week 7</p> <p>Feb. 20/21</p> <p>The Challenge of Diversity</p>	<p><b>Does Equality Really Exist in Education?</b> When you adopt different perspectives, do children have the same educational experiences? What factors influence the quality of their experiences in the classroom? How much of the difference is caused by student/family background or teacher/school characteristics?</p> <p><b>Readings:</b>  ? S &amp; F: Interpretivism, 81–97 &amp; 104–109  ? Kozol, <u>Rachel and Her Children</u>, pp. 79–144</p>	<p>Mastropieri – Ch.5 Kottler – Ch.2 Bennett – Article #3</p> <p>Discussion question: 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?</p> <p><b>Workbook Questions Ch. 5 Due</b></p>
<p>Week 8</p> <p>Feb. 27/Mar. 1</p> <p>Student Differences in the Classroom</p>	<p><b>Social Construction of Race/Racism</b> What is race? How had it been constructed? In what ways do schools perpetuate racism? Is racism an American value?</p> <p><b>Readings:</b>  ? Sleeter, <u>How white teachers construct race</u>, Article #20  ? Pinar, <u>Notes on understanding curriculum as racial text</u> Article #19</p> <p><b>Film:</b> <i>“Skin Deep?”</i></p>	<p>Mastropieri Ch.3 Kottler – Ch. 4 Cooper &amp; Simonds – Article 45</p> <p>Discussion question: Which helping skills do you personally need to improve upon and to develop your capacity for good communication?</p> <p><b>Workbook Questions Ch. 3</b></p>

	Tuesday	Thursday
<p>Week 9</p> <p>March 6/8</p> <p>Student Differences in the Classroom</p>	<p><b>Keeping Track: Constructing the Differently-Abled Student</b></p> <p>How are schools implicated in the construction of the differently-abled student? How does arguing from the standpoint of disability challenge the discourses of race, class, and gender? In what ways does mainstreaming produce critical practices that challenge traditional educational procedures like tracking and standardized testing?</p> <p><b>Readings:</b></p> <p>? Oakes. <u>Tracking in mathematics and science education</u>, Article #17</p> <p>? Noguera, <u>Preventing and producing violence</u>, Article #16</p>	<p>Kottler – Ch. 5</p> <p>Burden &amp; Byrd – Article 44</p> <p>Discussion question: Give reasons for using groups to create a positive classroom environment. What will be your greatest challenge in classroom management?</p> <p><b>Midterm Examination Due</b></p>
<p>Week 10</p> <p>March 13/15</p> <p>Student Differences in the Classroom</p>	<p><b>Language Minority Students in American Classrooms</b></p> <p>What are American attitudes and values towards limited English proficient or LEP students? How do those attitudes influence school policy and disadvantage LEP students in the classroom? Additionally, how do school policies, practices and programs perpetuate inequalities for LEP students?</p> <p><b>Readings:</b></p> <p>? Espiritu, <u>Beyond the “boat people”</u>, Article #8</p> <p>? Valdez, <u>The world outside and inside schools: language and immigrant children</u> Article #22</p>	<p>Mastropieri – Ch.4</p> <p><a href="http://www.csmp.org/">http://www.csmp.org/</a></p> <p><a href="http://peaceeducation.com/">http://peaceeducation.com/</a></p> <p>Discussion question: What are school systems doing about conflict resolution and mediation in the schools?</p> <p><b>Workbook Questions – Ch. 4</b></p>



	Tuesday	Thursday
Week 11  March 20/22  Gender and Social Relations in the Classroom	<b>The Impact of Gender on Students' Classroom Experiences</b> 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?  <b>Readings:</b> ? R&J: Martin, pp. 143-164 ? Houston, <u>Gender freedom and the subtleties of sexist education</u>  <i>Film: "Tough Guise"</i>	Mastropieri Ch.7  <a href="http://www.ascrao.org/policy/govrel/sexual_harrassment/html">http://www.ascrao.org/policy/govrel/sexual_harrassment/html</a> <a href="http://www.edc.org/WomensEquity/resource/title9/report/sexual.html">http://www.edc.org/WomensEquity/resource/title9/report/sexual.html</a> <a href="http://www.ashland.edu/journals/ase/liability.htm">http://www.ashland.edu/journals/ase/liability.htm</a>  Discussion question: How does gender effect interactions between students and between students and teachers?  <b>Workbook Questions-Ch. 7</b>
March 26-30	<b>Spring Break</b>	
Week 12  April 3/5  Making a Difference in Today's Classroom	<b>Dare We Pursue A More Just Society?</b> What is the relationship between the teacher, the school and the community? Should schools and teachers commit themselves to the pursuit of social justice?  <b>Readings:</b> ? Ayers, xvii–xlvi, 1–20; 48–53; 150–156 ? R&J Greene, pp. 123–141	

	<b>Tuesday</b>	<b>Thursday</b>
<p>Week 13</p> <p>April 10/12</p> <p>Making a Difference in Today's Classroom</p>	<p><b>Dare We Pursue A More Just Society?</b></p> <p>How do you infuse values of social justice into the classroom?</p> <p><b>Readings:</b>  ? Ayers, 161–248</p>	<p>Mastropieri Ch. 10</p> <p><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>Discussion question: How are issues of social justice reflected in the NEA code of ethics?</p> <p><b>Workbook Questions-Ch. 10</b></p>
<p>Week 14</p> <p>April 17/19</p> <p>Making a Difference in Today's Classroom</p>	<p><b>An Examination: School and Youth Violence Using Structural/Institutional Violence</b></p> <p>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?</p> <p><b>Readings:</b>  ? Galtung, <u>Cultural Violence</u>  ? Elliott; et al., <u>Violence in American Schools</u></p>	<p>Kottler - Ch. 6, p. 27-32, 41,43</p> <p>Visit course website link-School violence</p> <p>Discussion question: How can parents be involved in creating safe schools?</p> <p><b>Group Presentations – Family Violence &amp; Child Abuse; School Violence</b></p>
<p>Week 15</p> <p>April 24-26</p>	<p><b>Embracing the Transformative Role of Teachers</b></p> <p>How would you describe the responsibilities of teachers in a democratic society? What do you believe are your principle goals as a teacher?</p> <p>Making a Difference in Today's Classroom</p> <p><b>Readings:</b>  ? Ayers, 68–97, 200–214, 237–248, 254–269</p>	<p>Mastropieri Ch.2</p> <p>Kottler – pg. 39</p> <p>Discussion question — What insight have you gained regarding homelessness and substance abuse as a result of your service learning experience?</p> <p><b>Workbook Questions – Ch. 2</b>  <b>Group Presentations – Homelessness; Substance Abuse</b></p>

	<b>Tuesday</b>	<b>Thursday</b>
Week 16 May 1–3 Making a Difference in Today’s Classroom	<b>May 4 Take Home Exam Due</b>	<b>Final Exam-Exam Period</b>

### **How to Approach Writing an Essay**

To be able to write a well-organized essay is a necessary skill for people whose responsibility will be to impart such skills to their students. The components of such an essay include an **introduction**, the **body**, and a **conclusion**. The more immediate value of writing in this way has to do with your ability to successfully complete assignments for this class.

The **introduction** includes a thesis statement. A thesis statement tends to address the following questions: What point do you want to make? or What position are you taking on a particular issue?

The **body** of the essay essentially includes the elements of your argument that either make your point or support the position that you've decided to take. A well-organized, short, essay might organize a paragraph or two around each point. In either case, you will find it necessary to use the course readings for support. To do so requires you to either paraphrase the material from the readings or use direct quotes. When doing so, you should always reference the author. When you utilize someone else's material but do not give them credit, you have committed plagiarism. Here is an example of how to reference a direct quote from an author within the body of the text (King, 1999, p. 1) or (author, year, page number). Remember, the part taken from the text should utilize quotation marks at the beginning and end of the passage. If you decide to paraphrase the ideas of an author, you don't need to use quotation marks, but the reference should look like this (King, 1999) or (author, year). Lastly, extensively long quotes defeat the purpose of you writing the paper. Therefore, you should avoid direct citations that are longer than one or two lines of typed written text. Certainly, it will adversely influence your grade for any written assignment submitted in this class.

Lastly, the **conclusion** essentially reminds the reader of the point you were making, the parts of your argument that supported your position, and possibly the relevance of the discussion to some broader issue. Given that the work assigned in this class is relevant to education, you should make some meaningful comment about the relevance of your conversation to education.