

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

COURSE FACULTY

Section 004/ Tuesday 12:30-3:15 pm

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Section 004/ Thursday 12:30-1:55 pm

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Section 004/ Thursday 2:00-3:15 pm

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Service Learning Coordinator

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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 Watts”

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	200.0–180	A
45	(3) Response papers	179.9–160	B
35	Service Learning & Group Presentation	159.9–140	C
		139.9–120	D
25	Workbook Questions	119.9 and below	F
20	Class Participation		
15	Discussion Group		
TOTAL <u>200</u>			

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: Every Monday, beginning with Week 2, questions will be distributed in class. You will have a total of 6 questions posed to you between Week 2 and Week 13; 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 the question in a 3–4 page essay. **(Note: Dr. Watts 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 by 4:00 p.m. on the Friday of the week for which the question was assigned. – No late response papers will be accepted without an excuse.

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, 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 quarter. During this time, you should critically discuss the book and the relevance of course materials to issues raised in the book.

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	Readings/Assignments
<p><i>Week 1</i> <i>Jan. 11</i></p> <p>Course Orientation</p>	<p>Orientation</p>	<p>None</p>
<p><i>Week 2</i> <i>Jan. 16/19</i></p> <p>Democracy & Education: Teachers Roles & Responsibilities</p>	<p>Readings: R&J: Counts, 117-122; *Declaration of Independence; *Douglass, Hypocrisy (handout).</p> <p><i>Discussion Question: What is Democracy? Are we (as Americans) hypocritical? In what ways are the changing demographics affecting social/political/economic aspects of American democracy?</i></p>	<p>Kottler - preface, Ch. 1 Gazda – Article #11</p> <p><i>Discussion question: 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>Readings: R&J, Locke, 51-59; R&J, Rousseau, 61-71; R&J, Dewey, 105-115; R&J, West, 171-184.</p> <p><i>Discussion Question: What is the relationship of the self to society? How does the construction of the different "self" impact one's experiences inside and outside of the classroom?</i></p>	<p>Arredondo – Article #1</p> <p><i>Discussion question: How would you describe yourself according to the dimensions of personal identity?</i></p>
<p><i>Week 4</i> <i>Jan. 30/Feb. 1</i></p> <p>Historical Forces Shaping Education and Teaching</p>	<p>Readings: *Spring, Article #22.</p> <p>Discussion Question: What were the initial goals of the common school? What groups benefitted from the presence of these common schools and which groups did not? Why was it inevitable that public schooling develop in this country?</p> <p>Response Paper 1 Due</p>	<p>Gibson & Mitchell – Article # 12 Woody, La Voie & Epps – Article #24</p> <p>http://www.learnandserve.org/index.html</p> <p><i>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?</i></p> <p>Service Learning Commitment Form Due</p>

THEME	TUESDAY	THURSDAY
Readings/Assignments	Readings/Assignments	Readings/Assignments
<p><i>Week 5</i> <i>Feb. 6/8</i></p> <p><i>Forces Shaping the Structure of Public Education</i></p>	<p>Readings: F&S, Functionalism, 15-36; Kozol, Rachel and her Children, 25-78.</p> <p>Discussion Question: 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>http://www.ed.gov ; http://www.alsde.edu; http://www.alsde.edu/default.asp?info=2&toc=2&sSectionID=39&ProjectID=79</p> <p><i>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?</i></p>
<p><i>Week 6</i> <i>Feb. 13/15</i></p> <p>Forces Shaping the Structure of Public Education</p>	<p>Readings: F&S, Marxism, 43-58; *Odden & Picus, Article #19; *Mclaren, Article #16; *Kozol, Article #14</p> <p><i>Discussion Question: How are schools for the wealthy and poor characterized? Are the resources available to one group different from the other? Are these differences consistent with American values?</i></p> <p>Response Paper 2 Due</p>	<p>Kottler - Ch.7 http://www.nassp.org/index1.html http://www.naesp.org/ http://www.naesp.org/ http://www.schoolcounselor.org/</p> <p><i>Discussion question: Which education professionals are involved in shaping public education?</i></p>
<p><i>Week 7</i> <i>Feb. 20/22</i></p> <p>The Challenge of Diversity</p>	<p>Readings: F&S, Interpretivism, 81-97 & 104-110; Kozol, Rachel and Her Children, 79-144.</p>	<p>Mastropieri Ch. 5 Kottler - Ch.2 Bennett – Article #2</p> <p><i>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?</i></p> <p>Workbook Questions Ch. 5 Due</p>

THEME	TUESDAY	THURSDAY
Readings/Assignments	Readings/Assignments	Readings/Assignments
<p>Week 8 Feb, 27/March 1</p> <p>Student Differences in the Classroom</p>	<p>Readings: *Sleeter, Article #21; *Yamato, Article #25; *Feagin & Feagin, Article #10; Film “Skin Deep”</p> <p>Discussion Question: In what ways do we construct this racial divide? Why do we continue to rely on its use? How is it relevant to education?</p> <p>Response Paper 3 Due</p>	<p>Mastropieri Ch. 3</p> <p>Kottler - Ch. 4 Cooper & Simonds – Article #4</p> <p><i>Discussion question: Which helping skills do you personally need to improve upon to develop your capacity for good communication?</i></p> <p>Workbook Questions Ch. 3</p>
<p>Week 9 March 6/8</p> <p>Student Differences in the Classroom</p>	<p>Readings: *Oakes, Article #8; *Sapon-Shevin, Article #24.</p> <p>Book Presentation–“Social Construction of Mental Retardation”</p>	<p>Kottler Ch. 5 Burden & Byrd – Article #3</p> <p><i>Discussion question: Give reasons for using groups to create a positive classroom environment. What will be your greatest challenge in classroom management?</i></p> <p>Midterm Examination Due</p>
<p>Week 10 March 13/15</p> <p>Student Differences in the Classroom</p>	<p>Readings: *Espiritu, Article #9; *Valdez, Article #23.</p> <p>Discussion Questions: What are American attitudes towards English Second Language students? How are these attitudes reflected in schools?</p> <p>Book Presentations–“Hunger for Memory” and “Model Minority”</p> <p>*Response Paper Due*</p>	<p>Mastropieri Ch. 4</p> <p>http://www.csmp.org/ http://peaceeducation.com/</p> <p><i>Discussion question: What are school systems doing about conflict resolution and mediation in the schools?</i></p> <p>Workbook Questions- Ch. 4</p>

THEME	TUESDAY	THURSDAY
Readings/Assignments	Readings/Assignments	Readings/Assignments
<p><i>Week 11</i> <i>March 20/22</i></p> <p>Gender & Social Relations in the Classroom</p>	<p>Readings: R&J: Martin 143-164; *Houston Article #13 .</p> <p>Discussion Question: Why has there been a historical silencing about gender issues in education? How are gender roles constructed in school and how do these roles enhance yet at the same time impose limitations on adolescent development?</p> <p>Book Presentation--“School Girls”</p> <p>Response Paper 4 Due</p>	<p>Mastropieri Ch. 7</p> <p>http://www.aacrao.org/policy/govrel/sexual_harrassment.html</p> <p>http://www.edc.org/WomensEquity/resource/title9/report/sexual.htm</p> <p>http://www.edc.org/WomensEquity/resource/fags/disfaq.htm</p> <p>http://www.ashland.edu/journals/ase/liability.htm</p> <p><i>Discussion question? How does gender effect interactions between students and between students and teachers?</i></p> <p>Workbook Questions-Ch. 7</p>
SPRING BREAK	MARCH 26-30	
<p><i>Week 12</i> <i>April 3/5</i></p> <p>Making a Difference in Today's Classrooms</p>	<p>Readings: Ayers, Teaching for Social Justice, xvii-xlvi, 1-20, 150-156</p> <p>Discussion Question: How will you define social justice and equity? Are these concepts significant to democracy and schooling?</p> <p>Response Paper 5 Due</p>	

THEME	TUESDAY	THURSDAY
Readings/Assignments	Readings/Assignments	Readings/Assignments
<p><i>Week 13</i> <i>April 10/12</i></p> <p>Making a Difference in Today's Classrooms</p>	<p>Readings: Ayers, Teaching for Social Justice, 161-195; 196-248.</p> <p><i>Discussion Question: How does the pursuit of social justice alter what goes on in the classroom? How might such a classroom differ from traditional classrooms?</i></p> <p>Book Presentation—"Dreamkeepers"</p>	<p>Mastropieri Ch. 10</p> <p>http://www.nea.org/aboutnea/code.html</p> <p>http://www.scu.edu/SCU/Centers/Ethics/practicing/focusareas/education/</p> <p><i>Discussion question: How are issues of social justice reflected in the NEA code of ethics?</i></p> <p>Workbook Questions-Ch. 10</p>
<p><i>Week 14</i> <i>April 17/19</i></p> <p>Making a Difference in Today's Classrooms</p>	<p>Readings: *Curtin & Litke, xi-xv; *Elliot, Hamburg & Williams, Article #7; *Noguera, Article #17.</p> <p>Discussion Question: What is youth violence? School Violence? How can we change the violent behaviors of youth? What are the roles of schools, community to change violent youth?</p> <p>Book Presentation—"One school Now" Response Paper 6 Due</p>	<p>Kottler - Ch. 6, p.27-32,41,43</p> <p>Visit course website link-School violence</p> <p><i>Discussion question: Discussion question: How can parents be involved in creating safe schools and homes?</i></p> <p>Group Presentation - Family Violence & Child Abuse; School Violence</p>
<p><i>Week 15</i> <i>April 24/26</i></p> <p>Making a Difference in Today's Classrooms</p>	<p>Readings: Part 2: *Galtung, Violence, Peace and Peace Research, 109-135.</p> <p><i>Discussion Question: What is structural violence? How do these structures contribute to personal violence? Can these structures be changed?</i></p>	<p>Mastropieri Ch. 2</p> <p>Kottler - pg. 39</p> <p><i>Discussion question – What insight have you gained regarding homelessness and substance abuse as a result of your service learning experience?</i></p> <p>Workbook Questions- Ch. 2 Group Presentations -Homelessness; Substance Abuse</p>

THEME	TUESDAY	THURSDAY
Readings/Assignments	Readings/Assignments	Readings/Assignments
<i>Week 16/Tues only</i> <i>May 1</i> Making a Difference in Today's Classrooms	Kottler - pgs.33-35,37-38 <i>Discussion question – What insight have you gained regarding depression, suicide and eating disorders as a result of your service learning experience?</i> Group Presentations-Depression & Suicide; Eating Disorders	
Week 17	May 4 Take Home Exam Due	Final Exam-Exam Period