

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

COURSE FACULTY

Section 006 Tuesday (5:00 p.m. – 7:45 p.m.)

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Section 006/ Thursday (5:00 p.m. – 6:30 p.m.)

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Section 006/ Thursday (6:30 p.m. – 7:45 p.m.)

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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's Undergraduate Teacher Certification Programs. It serves as an introduction to perspectives and practices in education in a democratic society. In this course 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 the education of **all** students in their classrooms. Additionally, students will work collaboratively to develop critical pedagogical strategies to prepare **all** students to participate in realizing the democratic vision of public education.

The intent of this course is to enable students to critically engage 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 (also 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 as they relate to serving their 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.

III. 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)

(CP) **Course Packets are available from Auburn University Bookstore under “EDUC 3000 Erevelles.”**

Additionally, one of the following books will be assigned to students on the first day of class for a group presentation. 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.

IV. COURSE EVALUATION

Response Papers (3)	45 points
Workbook Questions (The Inclusive Classroom)	25 points
Mid Term Examination	30 points
Group Presentation of Assigned Book	15 points
Service Learning and Psychosocial Issues Group Presentation	35 points
Final Examination	30 points
Class Participation	<u>20 points</u>
TOTAL	200 points

V. GRADING SCALE:

200.0 –180	A
179.9 –160	B
159.9 –140	C
139.9 –120	D
119.9 and below	F

VI. COURSE REQUIREMENTS

1. Response Papers (45 points): Students will be expected to respond to any 3 out of 5 possible questions (4-6 pages long) that will be distributed over the course of the semester. Specific dates for when each response paper is due is 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 **in class** on the day it is scheduled. Failure to follow any of these guidelines will result in points being deducted. Each paper is worth 15 points.

2. Workbook Questions from the text "The Inclusive Classroom" (25 points): Workbook questions on assigned chapter readings in the text book The Inclusive Classroom 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.
3. Mid Term Examination (30 points): This is a take-home exam that will be distributed in class on Tuesday, Feb. 20. Students will be given about two weeks to complete the exam. Completed exams should be submitted in class on **Thursday, March 8, 2000**. This is a comprehensive examination covering all material and service experiences in the course before the week of March. All exams should be typed and double-spaced.
4. Group Presentation of Assigned Book (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 syllabus for the date for which 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
5. Service Learning and Psychosocial Issues Group Presentation (35 points) The service learning component requires 30 hours of community-service and 6 type-written or word-processed critical reflections (20 points). Students will also participate in a 20 minute group presentation on psychosocial issues relating to educational contexts (15 points). These presentations will integrate service learning experiences with information about a selected psychosocial issue (e.g., prevalence, definition, causes, impact on students and teaching, programs, resources, laws and policies that 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 has made to preparing and delivering the group presentation and will include both peer and instructor evaluations.

<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

6. Final examination (30 points): This 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 to be returned to **2084 Haley Center by 4 p.m. on May 4, 2000**. All exams must be typed and double-spaced. **Part 2** of the exam will be held during exam week and include multiple choice, matching, and short answer questions.
7. Class Participation (20 points): This is a discussion-intensive course. Students are expected to complete all reading assignments before class, bring a copy of them to class and contribute meaningfully to class discussions. Conversely, behavior that detracts from class discussions will negatively impact your class participation grade. **Only in-class discussions and work will count towards the class participation grade.** This may include pop-quizzes according to the professor's discretion.

VII. COURSE POLICIES

1. Course Attendance Policy: Students are expected to attend every class session. Furthermore, students must attend the entire class session and must until class is adjourned to receive full credit for attendance. 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, excessive tardiness will have a negative influence on your participation grade.
2. Assignment Submission Policy: All assignments must be double-spaced and typewritten or word-processed and carefully edited for typographical errors. 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.
3. 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.
4. 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.

VIII: COURSE SCHEDULE

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 1 Introduction to EDUC 3000	Jan 9 NO CLASS	Jan 11 Course Orientation
Week 2 Democracy & Education: Teachers Roles & Responsibilities	Jan 16 Discussion Questions: <i>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?</i> Readings: 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& J, 11-13	Jan 19 Discussion Questions: <i>What are the benefits of adding interpersonal helping skills to your professional repertoire?</i> Readings: Kottler – Preface, Ch. 1 Gazda – Article #11
Week 3 The Individual in Public Education	Jan 23 Discussion Questions: <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> Readings: Locke, <u>Some Thoughts Concerning Education</u> , (R& J,) 51-59 Rousseau, <u>Emile</u> , (R & J), 61-71 Dewey, <u>Democracy and Education</u> , (R& J), 100-10	Jan 25 Discussion Question: <i>How would you describe yourself according to the dimensions of personal identity?</i> Readings: Arredondo – Article #3

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 4 Historical Forces Shaping Education and Teaching	Jan 30 Discussion Questions: <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> Readings: Spring. <u>Ideology and Politics of the Common School</u> . (CP) Article #23 Anderson. <u>Education and the Race Problem in the New South</u> . (CP) Article #1 Response Paper 1 due.	Feb1 Discussion Questions: <i>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> Readings: Gibson & Mitchell – Article # 12 Woody, La Voie & Epps – Article #25 http://www.learnandserve.org/index.html Service Learning Commitment Form Due
Week 5 Forces Shaping the Structure of Public Education – I	Feb 6 Discussion Questions: <i>How have sociologists explained the relationship between school, society, and democracy via the functionalist perspective? What are the strengths and weaknesses of this perspective? As a future teacher, what aspects of this perspective will you incorporate in your teaching?</i> Readings: ? <u>The Functionalist Perspective on Schooling</u> 15-40 (F&S) ? <u>Rachel and Her Children</u> , 1-74 (Kozol)	Feb 8 Discussion Questions: <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> Readings: Visit http://www.ed.gov ; http://www.alsde.edu ; http://www.alsde.edu/default.asp?info=2&toc=2&sSectionID=39&ProjectID=79

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 6 Forces Shaping the Structure of Public Education – II	Feb 13 Discussion Questions: <i>How are social inequalities propagated by the ways we fund schools? How does the Marxist Theory of education explain these inequalities? How does the funding structure perpetuate the privilege of some and the disadvantage of others? What does it mean to be a critical educator?</i> Readings: ? Marxist Theory and Education, 41-58, (F&S) ? McLaren, <u>Critical Pedagogy: A Look at the Major Concepts</u> , 167-203, Article # 17. ? Kozol, <u>Other People's Children</u> , Article #14	Feb 15 Discussion Question: <i>Which education professionals are involved in shaping public education?</i> Readings: Kottler - Ch.7 http://www.nassp.org/index1.html http://www.naesp.org/ http://www.naesp.org/ http://www.schoolcounselor.org/
Week 7 The Challenge of Diversity	Feb 20 Discussion Questions <i>How have sociologists explained the relationship between school, society, and democracy via the interpretivist perspective? What are the strengths and weaknesses of this perspective?</i> Readings: ? <u>The Interpretivist Point of View</u> , 75-104 (F&S) ? <u>Rachel and Her Children</u> , 79-144 (Kozol) ? Ellison. Prologue. <u>Invisible Man</u> Article # 7. Response Paper 2 Due	Feb 22 Discussion question: <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> Readings: Mastropieri Ch. 5 Kottler - Ch.2 Bennett – Article #4 Workbook Questions Ch. 5 Due

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 8 Student Differences in the Classroom – I	Feb 27 Discussion Questions <i>Historically, what impact has race had on U.S. society? How do schools reproduce and resist racism?</i> Readings: Pinar. <u>Notes on Curriculum as Racial Text</u> , 60-79. Article #20 Sleeter, <u>How White Teachers Construct Race</u> , 157-171. Article # 22. Film: Skin Deep	Mar 1 Discussion Question: <i>Which helping skills do you personally need to improve upon to develop your capacity for good communication?</i> Readings: Mastropieri Ch. 3 Kottler - Ch. 4 Cooper & Simonds – Article #6 Workbook Questions Ch. 3
Week 9 Student Differences in the Classroom – II	March 6 Discussion Questions <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> Readings: Oakes, Article #19 Sapon-Shevin, Article #21 Noguera, <u>Article #18</u> Book Presentation: Social Construction of Mental Retardation	March 8 Discussion Question: <i>Give reasons for using groups to create a positive classroom environment. What will be your greatest challenge in classroom management?</i> Readings: Kottler Ch. 5 Burden & Byrd – Article #5 Midterm Examination Due

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 10 Student Differences in the Classroom – III	March 13 Discussion Questions <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> Readings: Mckenna, <u>The Myth of Multiculturalism and the Reality of the American Indian</u> , 1-22. Article #16 Epiritu, <u>Beyond the Boat People</u> , 49-67. Article #8 Valdez, <u>The World Outside and Inside Schools</u> . Article #24 Book Presentations: Hunger for Memory & The Model Minority Stereotype Response Paper 3 due.	March 15 Discussion question: <i>What are school systems doing about conflict resolution and mediation in the schools?</i> Readings: Mastropieri Ch. 4 http://www.csmp.org/ http://peaceeducation.com/ Workbook Questions- Ch. 4

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 11 Gender & Social Relations in the Classroom	March 20 Discussion Questions <i>Why is gender an important category in the social analysis of schools? How do issues of gender relate to the social construction of Aidentity both inside and outside the classroom?</i> Readings: Houston, <u>Gender Freedom and the Subtleties of Sexist Education</u> . Article #16 Fine, <u>Sexuality, Schooling and Adolescent Females</u> . Article #16 Book Presentation: School Girls	March 22 Discussion question: <i>How does gender effect interactions between students and between students and teachers?</i> Readings Mastropieri Ch. 7 http://www.aacrao.org/policy/govrel/sexual_harrassment.html http://www.edc.org/WomensEquity/resource/tit le9/report/sexual.htm http://www.edc.org/WomensEquity/resource/faqs/disfaq.htm http://www.ashland.edu/journals/ase/liability.htm Workbook Questions-Ch. 7
SPRING BREAK		
Week 12 Making a Difference in Today's Classrooms – I	April 3 Discussion Questions <i>How does a new teacher develop a critical philosophy of education? How does one enable students to be critical of dominant ideologies? Dare teachers challenge the social order?</i> Readings: Greene, <u>The Dialectic of Freedom</u> , R & J, 126-141 West, <u>Prophetic Thought in Postmodern Times</u> , R & J, 175-180. Freire, <u>Pedagogy of the Oppressed</u> , R & J, 188-198	April 5

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 13 Making a Difference in Today's Classrooms – II	April 10 Discussion Questions <i>Same questions as above</i> Readings: Ayers, <u>Teaching for Social Justice</u> , pp. xvii-xxvi, pp. 1-81. Book Presentation: Dreamkeepers Response Paper 4 due	April 12 Discussion question: <i>How are issues of social justice reflected in the NEA code of ethics?</i> Readings: Mastropieri Ch. 10 http://www.nea.org/aboutnea/code.html http://www.scu.edu/SCU/Centers/Ethics/practicing/focusareas/education/ Workbook Questions-Ch. 10
Week 14 Making a Difference in Today's Classrooms – III	April 17 Discussion Questions: <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> Readings: Handouts on School Violence Ayers, <u>Teaching for Social Justice</u> , R & J, pp. 197-294. Book Presentation: One School Now	April 19 Discussion question: How can parents be involved in creating safe schools and homes? Readings: Kottler - Ch. 6, p.27-32,41,43 Visit course website link-School violence Group Presentations - Family Violence & Child Abuse; School Violence

WEEKLY THEMES	TUESDAY	THURSDAY
	Readings/Assignments Due	Readings/Assignments Due
Week 15 Making a Difference in Today's Classrooms – IV	April 24 Discussion Questions: <i>How does a new teacher develop a critical philosophy of education? How does one enable students to be critical of dominant ideologies? Dare teachers challenge the social order?</i> Readings: Ayers: pp. 68-168. Response Paper 5 due.	April 26 Discussion question <i>What insight have you gained regarding homelessness and substance abuse as a result of your service learning experience?</i> Readings: Mastropieri Ch. 7 Kottler - pg. 39 Workbook Questions – Ch. 2 Group Presentations – Homelessness; Substance Abuse
Week 16 Making a Difference in Today's Classrooms – V	May 1 Group Presentations – Depression and Suicide; Eating Disorders	May 3
Week 17	May 4 Take Home Exam Due	Final Exam-Exam Period