

**Salisbury University**  
**Spring 2009**  
**EDUC 210-155: Schools in a Diverse Society**

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| Course Websites:<br><a href="http://faculty.salisbury.edu/~dmwagner/">http://faculty.salisbury.edu/~dmwagner/</a><br><br>Office Hours:<br>Monday 2:00 – 5:00 p.m.<br>Wednesday 1:00-3:00 p.m.<br>Appointments are recommended<br>Other times available by request | INSTRUCTORS: Dr. Diana Wagner<br>Office: TETC 379F<br>Office Phone: 410-677-5490<br>Cell Phone: 302-228-6295<br>Email: <a href="mailto:dmwagner@salisbury.edu">dmwagner@salisbury.edu</a> |
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### REQUIRED TEXTS AND MATERIALS

Hall, G.E., Quinn, L.F., Gollnick, D.M. (2008). *The Joy of Teaching: Making a Difference in Student Learning*. Boston: Pearson.

LiveText subscription (CD available in bookstore or register at [www.livetext.com](http://www.livetext.com))

SU GroupWise email account

Thumb drive or jump drive, as needed, to transport electronic files.

Additional readings or films as assigned

### RECOMMENDED MATERIALS

1" ring binder to organize class notes and many handouts

### COURSE DESCRIPTION:

Sociological, historical and philosophical approach to the role of the school in an increasingly diverse society. Emphasis on development of knowledge, values, and skills needed to live, learn, interact, and work effectively in a global society. Field experience required. Credit cannot be received for both EDUC 210 and 305. Three hours per week.

### COURSE OBJECTIVES:

This course is designed to enable prospective teacher candidates to apply, critically evaluate, and reflect on their knowledge of:

1. philosophical, historical, and sociological bases for education in a diverse society; the diverse perspectives and roles of stakeholders in education (including parents, community members, children, school personnel, business representatives, and government officials);
2. controversial, problematic, multicultural, and value-oriented issues;
3. a variety of concepts about cultural diversity and the dynamics of prejudice;
4. strategies for retrieving, analyzing, interpreting, organizing, synthesizing, and communicating information and concepts, including those that rely on technology;
5. the impact of technology in education;
6. research about teaching, learning, individual differences, exceptional students, and culturally diverse populations;
7. the roles of effective teachers and effective schools;
8. focused observation of and reflection on field experience with students of various backgrounds and exceptionalities;
9. bias in curricular materials;
10. the influence of parental involvement on student achievement and strategies to involve parents in content literacy instruction;
11. the role of the teaching profession, local school districts, state agencies, and national organizations in curriculum development and school improvement.

## CONCEPTUAL FRAMEWORK

This course is designed with the Professional Education Unit's Conceptual Framework as the guiding principle. The core values of the Conceptual Framework are below. All teacher candidates in this course are expected to reflect these values.

- I. Informed and reflective pedagogy:** We believe in teachers as decision-makers. Through careful preparation and thorough grounding in research and best practices, we support candidates and collaborative partners who are disposed to question and reflect continuously in pursuit of sound educational judgments.
- II. Enhanced student learning:** We celebrate human diversity and we are passionately committed to the belief that skilled and caring educators enhance learning and achievement when they recognize, appreciate and build on the individual strengths and differences of every learner.
- III. Scholarship:** We are committed to academic excellence, ongoing scholarly inquiry, and integrity – in our own work, in the efforts of our candidates, and by extension in the primary mission of student learning in local schools.
- IV. Collaboration:** We believe that the integrated mission of preparing teachers, advancing the knowledge base, supporting teachers' professional development and improving student achievement in P-12 schools can best be accomplished through synergistic partnerships. These partnerships must include all stakeholders in the greater educational community.

## DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. During the semester, you will be assessed on your professional dispositions, both in a self-assessment and by me. Your professionalism will be calculated into your final grade.

## TECHNOLOGY PREREQUISITES

Basic technological literacy is *assumed*. If you are unable to demonstrate any of the following skills, please seek assistance through the IT Helpdesk and HelpDesk web site within the *first week of class*:

- Login to the university network
- Send and receive GroupWise email
- Send attachments by email
- Basic word processing (MS Word), including page and text formatting, cut/paste, spell check, grammar check
- Basic internet skills (searching, browsing, book marking, viewing streaming video)
- Copy files
- Burn CDs

## SKILL PREREQUISITES

Basic writing competency is *assumed*. Grammar, mechanics, sentence structure, and sound paragraph structure are expected in all written work, including emails with the course instructor. The University Writing Center is available on the second floor of the University Center to assist you with your writing. Dr. Wagner may require your attendance at the Writing Center if your writing is not

proficient. For more information about the writing center's hours and policies, visit the writing center or its website at [www.salisbury.edu/uwc](http://www.salisbury.edu/uwc).

## TECHNOLOGY

This course will involve extensive use of email, the internet, MyClasses, Livetext, and other software packages. It is assumed that you are reasonably adept at using computer technology and basic software programs. You are responsible for checking your email *daily* and always before class. Visit the GroupWise page of the Information Technology web for information on how to forward your email to your preferred address.

Campus computer labs are open until at least midnight every day. Your GullCard is required to print in computer labs. You have a 300 page/week printing limit when on campus.

## EMAIL ETIQUETTE

See separate handout for standards of electronic conduct.

## MARYLAND TEACHER TECHNOLOGY STANDARDS

The seven Maryland Teacher Technology Standards ensure that teachers can competently and ethically use and incorporate technology into their instruction. Electronic and on-line course activities meet Standards 1 and 2:

| Outcome One  | Indicators in this Course   |
|--|---|
| <p><b>I. Technology Information Access, Evaluation, Processing and Application</b></p> <p><b>Candidates will:</b></p> <p><b>A.</b> Access, evaluate, and process information efficiently and effectively</p> <p><b>B.</b> Apply information accurately and appropriately</p> | <ul style="list-style-type: none"> <li>• Identify, locate, retrieve, and differentiate among a variety of electronic sources of information using technology</li> <li>• Evaluate information critically and competently for a specific purpose</li> <li>• Organize, categorize, and store information for efficient retrieval</li> <li>• Apply information accurately and appropriately to a situation that solves a problem or answers a question</li> </ul> |
| Outcome Two  | Indicators in this Course   |
| <p><b>II. Technology Communication</b></p> <p><b>Candidates will:</b></p> <p><b>A.</b> Use technologies effectively and appropriately to communicate information in a variety of formats</p>   | <ul style="list-style-type: none"> <li>• Select appropriate technologies for a particular communication goal</li> <li>• Use productivity tools to communicate information</li> <li>• Exchange information, communicate, and interact electronically in an acceptable manner</li> </ul>  |

## COURSE POLICIES

1. You are expected to attend every class and the Riall lecture. Neither I nor the university recognize "excused" absences. After one absence, the second absence will result in a 3-point deduction from your final average. Humane exceptions to this rule will be discussed at the first class. Additionally,

you are expected to be on time to class. Please plan accordingly, especially given the challenging parking situation on campus.

2. If you miss 3 classes, you will receive a final grade of F, regardless of the other work you have completed.
3. Absence is not an excuse for missing a deadline. If you cannot be present, your work must be submitted to me electronically (as an email attachment or in Livetext) prior to class time.
4. All assignments must be handed in on time. Late work is *never* accepted for credit without prior arrangements nor without extraordinary circumstances.
5. Failing to complete the field experience component will result in an F in this course, regardless of other work you have completed.
6. Cell phones, beepers, pagers, Blackberries, iPods, laptops and all other electronic devices must be turned off and kept out of sight during class.
7. Academic dishonesty or plagiarism will not be tolerated. Any breach of academic honesty will be handled through the University procedures. Any student found guilty of violating the rules of academic integrity will automatically receive a grade of F in this course and will face university charges.

## **WRITING ACROSS THE CURRICULUM**

SU maintains a commitment to developing effective writing skills for all students. Strong communication skills are critical for teachers. All writing assignments will be evaluated for overall communicative competence.

## **COLLECTION OF STUDENT WORK**

In order to meet state and national program approval and accreditation requirements, samples of student work may be collected and retained for internal evaluation purposes. It is vital that all of your course work is stored electronically in the event I wish to keep a copy.

## **CLASS RESOURCES AND HANDOUTS**

The course web site and MyClasses site contains copies of the syllabus, schedule of assignments, and useful online resources.

## **GETTING HELP**

You are welcome to contact me individually to discuss your coursework, your progress, and your concerns. I encourage you to call or e-mail me at any time that you have a concern. Because we meet as a class only twice per week, individual contact outside of class is both necessary and desirable. Keep in mind that although email is available 24/7, I am not. Please allow 24 hours for a response. If you need to reach me on short notice, please try my phone numbers.

## **PRIVACY AND CONFIDENTIALITY**

I strictly adhere to the federal FERPA rules and will not discuss your academic progress with family members, spouses, parents, employers, roommates, or anyone else not legally entitled to your confidential information. The legal requirement of confidentiality notwithstanding, I expect you to behave as an adult who is able to take responsibility for your own academic destiny.

## **SPECIAL NEEDS**

If you have any special needs related to a learning, medical, or physical disability that I need to know about, please talk to me privately after the first class. All classroom accommodations must be initiated by you with Nikki Dyer in Student Affairs.

## LEARNING EXPERIENCES AND REQUIREMENTS

### 1. Class Preparation Assignments & Homework

You will have, at a minimum, readings to complete for every class meeting. You may also have brief written work to submit via email, via Livetext, or at class time. Although ungraded, these assignments are a reflection of both your preparation and your professionalism. As such, your work in this regard will determine whether and to what extent I may choose to round up your final grade. Ungraded assignments will be graded with  $\sqrt{+}$ ,  $\sqrt{}$ , or  $\sqrt{-}$ . These marks represent A, B, and C, respectively, and are meant as an estimation—not a contract—of the final grade. Failing to complete or turning in late any ungraded assignment will result in your final average being reduced by 5 points for *each* missed assignment.

### 2. Field Experience

You are required to complete 20 hours observing teachers and students in an educational setting approved by the instructor and the Director of Field Experiences. Your job here is to connect theories and principles with actual educational practice. You are expected to make weekly visits, and you should maintain a written log of dates and times you visit your school. After each observation, you should write a brief narrative (about a page) that focuses on something you observe. I will provide some starting points for these responses. Your assigned teacher will sign a field experience form that verifies your observation record. Incomplete field experience will result in an automatic F in his course. Because I provide alternate field placements in the event of placement difficulties, you may not receive incomplete for failing to complete your field placement.

- **Professional Conduct:** You should conduct yourself at your field placement as if you are there for a job interview. Professional attire and demeanor are essential. Keep in mind that you must also abide by dress codes required of the students in your host school district. Body piercings, men's earrings, tattoos, or skimpily clad bodies—while bold fashion statements—are likely not appropriate in your K-12 school setting. We will discuss this in more detail.
- **Conflict of Interest:** You may not have a school placement with a relative or in a school where a family member is a principal, vice principal, or other school leader.
- **Confidentiality:** The students and teachers with whom you interact have an absolute right to privacy. Discuss your field placement only with me or with Mr. Gasior. Anything discussed in class pertaining to your field experiences stays in class.

### 3. Family Literacy Project

You will examine issues in family literacy, including ways to increase family involvement in literacy. Using the Internet and print sources, review recommendations for fostering parental support for student literacy growth, identify best practices, and create a summer reading activity for parents and students. You will receive a detailed assignment sheet for this project.

### 4. Philosophy of Education Project

You will complete a philosophies of education survey and submit a project that articulates your emerging philosophy of education.

### 5. Riall Lecture

Each semester, a nationally known educator/scholar is invited to the campus. Attendance at the Riall lecture is **mandatory** and will be held in lieu of a normally scheduled class session. You will be given ample notice on the schedule of assignments. In-season athletes or student leaders who cannot attend the Riall lecture due to a previously scheduled intercollegiate and university-sponsored event (e.g., off-campus convention, NCAA contests, a conflicting class, etc) should contact me no less than 1 week before the Riall lecture to arrange for an alternate assignment. The alternate assignment must be completed and turned in by the time the Riall lecture assignment is due. This

policy does not apply to normally scheduled on-campus events such as student organization meetings, practices, non-class rehearsals, or study groups.

## 6. Exams

There will be a mid-term and a final examination. Exams *must* be taken at the time scheduled.

## 7. Online Quizzes

You will have up to six timed, short quizzes on the assigned reading and lectures during the semester. I will announce the quiz in class on the day it is due, and you will have until 8 pm that day to take the quiz in MyClasses. Failing to take the quiz or submit your results by the deadline will result in a grade of zero for that quiz. Make-up quizzes will not be given for any reason. It is recommended that students take the exam in an on-campus computer lab. Quizzes will not be excused because of technical difficulties or connectivity issues.

## EVALUATION:

Your coursework will combine for your final grade as follows:

| Assessment  | % of Final Grade |
|---|------------------|
| Professional Dispositions   | 15               |
| Mid-Term Exam   | 15               |
| Final Exam  | 15               |
| Field Experience/Journal <ul style="list-style-type: none"> <li>• First impression response</li> <li>• 1<sup>st</sup> journal submission</li> <li>• 2<sup>nd</sup> journal submission</li> <li>• Letter to a young teacher</li> </ul> <p>Your field experience will be a letter grade based on your written field reflections. Note that failing to complete the field experience component will result in an F in this course, regardless of other work completed.</p> | 15               |
| Quizzes (Up to 6 online quizzes throughout the semester)  | 10               |
| Family Literacy Project   | 15               |
| Philosophy of Education Project   | 15               |

## GRADING SCALE

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|----------|--|
| <b>A</b> | <b>90-100 Outstanding</b>  |
| <b>B</b> | <b>80-89 Good, Better Than Most</b>                                      |
| <b>C</b> | <b>70-79 Satisfactory (You did what the assignment asked)</b>            |
| <b>D</b> | <b>60-69 Below Standard and Unacceptable for a Professional Educator</b> |
| <b>F</b> | <b>&lt;60 Unacceptable</b>   |

The university does not issue +/- grades for final grades. Individual assignments in this class will, however, receive + and – grades. I will provide these grades to help you better gauge your progress.

I will provide you with “report cards” periodically during the semester so that you know how you are doing. I also encourage you to maintain a record of grades and marks received. If you ever have a question about your academic standing in class, please feel free to visit me during office hours.