



Course Syllabus

<u>EDUC 3150.02, EDUC 3150.05</u>	<u>Catherine Korobey/</u>	<u>ckorobey@aol.com</u>
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
<u>Education in a Diverse Society</u>	<u>Spring 05</u>	<u>/ 4</u>
COURSE TITLE	TERM	CREDIT HOURS
<u>Adams Elementary School, St. Louis Public Schools</u>		
SITE		

3. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This keystone course enables preservice teachers to explore values and beliefs about learning and teaching in a multicultural setting. Typically held in a local K-12 school, the course includes a one credit hour field experience at that site.

4. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Students will know and be able to::

5. describe the interrelationship between teaching and learning in light of learning theory (MO-STEP 2)
6. design individualized instruction based on prior experience, learning styles, strengths, and needs (MO-STEP 3)
7. describe how instruction is connected to students' prior experiences and family, culture, and community (MO-STEP 3)
8. use a variety of sources to research and present information on the impact of student diversity and local communities on school culture. (MO-STEP 3; 7, 10)
9. identify and critique different classroom management styles (MO-STEP 6)
10. develop a personal philosophy of education which addresses the role of schools, students, teachers, curriculum, instruction and assessment, classroom organization and management, diversity, and school culture (MO-STEP 3, 4, 6, 8)

11. analyze and reflect on observed educational practice and on one's own interactions with students (MO-STEP 9)
- 3 Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

WEEK 1: Overview of course

What I know about myself as a learner

Southeast Forest Park Tour

Orientation to School

Read: Human Diversity in Education--Chapter 1, pp 3 - 27

Assignment: Q card #1

WEEK 2: Culture and cultural learning

Me Bag activity Tuesday

Read: Human Diversity in Education--Chapter 2 , pp 31 - 71

Assignment: Question 1, due Week 3; Q card #2

WEEK 3: Schools as cultural crossroads

Read: Human Diversity in Education--Chapters 3, pp 73 - 101

Assignment: Q card #3; **Question 1 due**

WEEK 4: Issues and Principles of Curriculum

Explanation of the School-Community Project

Read: Human Diversity in Education--Chapter 4, pp 106 - 135

Assignment: Q card #4; Question 2, due week 5

WEEK 5: Classroom as global community

Read: Human Diversity in Education--Chapter 5, pp. 140 - 170

Assignment: Q card #5; **Question 2 due;** Question 3, due week 6

WEEK 6: Creating classrooms the address social justice issues

Read: Human Diversity in Education--Chapter 6

Assignment: Q card #6; **Question 3 due;** Question 4, due week 9

WEEK 7: Understanding poverty

Read: Frameworks for Understanding Generational Poverty, Chapters 1 - 4

Assignment:

WEEK 8: Understanding poverty

Read: : Frameworks for Understanding Generational Poverty, Chapters 5 - 9

Assignment: **Forms 1-4 due**

Break Week

WEEK 9: Social Status

Read: Human Diversity in Education--Chapter 12, pp. 368 - 401

Assignment: Q card #7; **Question 4 due**

WEEK 10: Language and learning style
Read: Human Diversity in Education--Chapter 7, pp. 205 - 244
Assignment: Q card # 8

WEEK 11: Religious pluralism
Read: Human Diversity in Education--Chapter 8, pp. 248 - 275
Assignment: Q card # 9

WEEK 12: Gender and sexual orientation
Read: Human Diversity in Education--Chapter 9, pp. 277 - 311
Assignment: Q card # 10

WEEK 13: Age and developmental status; **Peer Review of Philosophy Papers**

Read: Human Diversity in Education--Chapter 10, pp. 314 - 335
Assignment: **Forms 5 – 6 due**

WEEK 14: Ability and disability
Read: Human Diversity in Education--Chapter 11, pp. 314 – 335
Assignment: **Philosophy Papers due Thursday**

WEEK 15: **School-Community Study reports**

WEEK 16: Finals Week: one class: **Portfolio Party**

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4 Resources:

Text(s)

Cushner, McClelland and Safford, Human Diversity in Education: an Integrative Approach, Boston: McGraw Hill

Payne,R. (2001). A Framework for Understanding Poverty. Highlands, Texas: Aha! Processing

Supplemental Readings: (list and indicate how these are to be used) Handouts

Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
 - a. 4 philosophy questions
 - b. Personal philosophy of education paper (3-5 pages)
 - c. 7 directed observations with analysis and reflection (“forms”)
 - d. 10 “Q” cards
 - e. Participation in a small group class presentation on school culture and community (peer evaluated)
 - f. Class preparation and participation
 - g. Attendance (an A for perfect attendance)

Students are encouraged to submit draft preparations of the components of projects for review by the instructor.

Class participation is expected. Non-participation during class discussions and in small group activities will affect your participation grade. If you miss a class, you are responsible for contacting the instructor for a make-up assignment. No more than 2 make-up assignments will be available per student. Make-up assignments must be turned in within two weeks of the missed class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, an F will be issued.

Assignments which are not handed in by the deadlines listed will be penalized for each class period they are late unless previous arrangements have been made with the instructor.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project
 - e) Other
8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Projects/Papers will be returned during the last meeting period.
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
 - Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

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- Regular class attendance is required.