

COURSE SYLLABUS

EDUC 3150
EDUCATION IN A DIVERSE SOCIETY

SCHELL/MCMULLEN/KOROBAY
FALL 2002

1. **Course Description:**

This 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.

2. **Learner Outcomes**

Students will:

- describe the interrelationship between teaching and learning in light of learning theory (MO-STEP 2a)
 - design individualized instruction based on prior experience, learning styles, strengths, and needs (MO-STEP 3a)
 - describe how instruction is connected to students' prior experiences and family, culture, and community (MO-STEP 3d)
 - use a variety of sources to research and present information on the impact of student diversity and local communities on school culture. (MO-STEP 3d; 7d, 10d)
 - identify and critique different classroom management styles (MO-STEP 6a)
 - 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 3b, 4b, 6a, 8c)
 - analyze and reflect on observed educational practice and on one's own interactions with students (MO-STEP 9a)
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- discuss issues of schooling in a historical and philosophical context.
 - discuss the variables in educational settings that affect learning.
 - summarize differing positions on current issues in assessment, curriculum, and instruction.
 - identify and critique different classroom management styles
 - identify and analyze the impact of student diversity and local communities on school culture.
 - use vocabulary that reflects knowledge of differing philosophical viewpoints in analyzing issues.

3. **Schedule**

- WEEK 1** Syllabus overview
What I know about myself as a learner
Chapter 1 in *Becoming a Teacher*
- WEEK 2** Chapter 2 + pages 58-63 (recent history) in *Becoming a Teacher*
(philosophy- idealism, realism, pragmatism, existentialism)
Self-reflection discussion (page 53)
Begin Educational Philosophies jigsaw activity
Directed Observation Form 1A (anecdotal observation)
- WEEK 3** Complete philosophy jigsaw activity
Chapter 5 in *Becoming a Teacher* (students)
School culture and community project work
Directed Observation Form 1B (description of classroom)
- WEEK 4** Chapter 10 in *Becoming a Teacher* (family and community)
Frameworks
Directed Observation Form 20A (multicultural education)
Question 1 due (philosophy)
- WEEK 5** Frameworks
School culture and community project work
Directed Observation Form 1B (school and community services)
Question 2 due (family and community)
- WEEK 6** Chapter 6 in *Becoming a Teacher* (learning theory)
Field-based Activity 6.3 (page 150)
Scaffolding activity
- WEEK 7** Chapter 7 in *Becoming a Teacher* (classroom environment)
Directed Observation Form 7A (question analysis)
Question 3 due (teacher and student roles)
- WEEK 8** Chapter 7 in *Becoming a Teacher* (classroom environment)
Directed Observation Form 6A (Flanders coding)
TESA research

SPRING BREAK

- WEEK 9** Chapter 8 in *Becoming a Teacher* (curriculum & instruction)
pgs. 222-242
SHOW-ME standards/Planning instruction
Handout: Saber tooth curriculum
Use DESE website to fill out Directed Observation Form 19A (curriculum guide)
Question 4 due (classroom environment)
- WEEK 10** Chapter 8 in *Becoming a Teacher* (curriculum & instruction)
pgs 243-251
Chapter 3 pgs 64-87
Video: Unequal Education
Directed Observation Form 3B Lesson plan observation
Question 5 due (curriculum)
- WEEK 11** Assessment
Review MAP examples
MO-STEP standard/Portfolios
Form 16A Student Assessment Interview
Question 6 due (instruction)
- WEEK 12** Closing the Achievement Gap
School culture and community work
Question 7 due (assessment)
- WEEK 13** Chapter 9 in *Becoming a Teacher* (school organization)
Chapter 4 in *Becoming a Teacher* (legal and ethical issues)
Directed observation form 45A, 48A, or 50A (lesson plan reflection)
- WEEK 14** Peer review of philosophy papers
THANKSGIVING
- WEEK 15** Small group presentations
Personal Philosophy of Education papers due
- Week 16: EXAM WEEK**
PORTFOLIO PARTY

4. Resources

Wiseman, D. L., Knight, S. L., & Cooner, D. D. (2002). *Becoming a teacher in a field-based setting*. (2nd ed.) Belmont, CA: Wadsworth.

Reed, A., & Bergemann, V. E. (2001). *A guide to observation, participation, and reflection in the classroom*. (4th ed.) Boston, MA: McGraw-Hill.

Payne, R. K. (1998). A framework for understanding poverty. (Rev. ed.)
Highlands, TX: RFT Publishing.

5. Evaluation

a.	7 philosophy questions	35
b.	Personal philosophy of education paper (3-5 pages)	50
c.	10 directed observations with analysis and reflection	50
d.	Participation in a small group class presentation on school culture and community	30
e.	Class preparation and participation	20
f.	Attendance	15
		200

Extra credit option

Book review	15
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Grading Scale:

A	185-200	A-	180-184
B+	175-179	B	165-174
B-	160-164	C+	155-159
C	145-154	C-	140-144
D+	135-139	D	125-134
D-	120-124	F	119 and below

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

• Other

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.

This syllabus is subject to change at the discretion of the instructor.