



EDUC 3150 MCMULLEN mcmullen@webster.edu

EDUCATION IN A DIVERSE SOCIETY 314-968-7093

4 CREDITS SITE 50 FALL 2003

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

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.

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

Upon completion of this course, the student will be able to:

- describe the interrelationship between teaching and learning in light of learning theory (MO-STEP 2)
- design individualized instruction based on prior experience, learning styles, strengths, and needs (MO-STEP 3)
- describe how instruction is connected to students' prior experiences and family, culture, and community (MO-STEP 3)
- 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)
- identify and critique different classroom management styles (MO-STEP 6)
- 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)
- analyze and reflect on observed educational practice and one's own interactions with students (MO-STEP 9)

- Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

<b>Week 1</b> 8/25	General Introduction What I know about myself as a learner The ideal teacher . . . Me Bag activity Chapters 1 and 2 in Human Diversity in Education
<b>Week 2</b> 9/1	Culture and cultural learning activities Philosophy of Education handout Philosophy of Education jigsaw Philosophy question #1 discussion
<b>Week 3</b> 9/8	Chapter 3 in Human Diversity in Education Critical Incident Review School, Culture, and Community Project
<b>Week 4</b> 9/15	Chapter 4 in Human Diversity in Education Critical Incident Review Philosophy question #2 discussion
<b>Week 5</b> 9/22	A Framework for Understanding Poverty
<b>Week 6</b> 9/29	A Framework for Understanding Poverty School, Culture, and Community Project work
<b>Week 7</b> 10/6	SHOW-ME Standards/Planning Instruction TESA Research Philosophy questions #5 and #6 discussion <b>Observation Form for Student-Teacher Interaction Due</b> <b>Observation Form for Examining Questions Due</b>
<b>Week 8</b> 10/13	Chapter 12 of Human Diversity in Education Closing the Achievement Gap/ MAP testing Philosophy question #7 <b>Observation Form for Lesson Structure Due</b> <b>Observation Form for Student Assessments Due</b>
<b>FALL BREAK</b>	
<b>Week 9</b> 10/27	School, Culture, and Community Project work Professional Development small group work
<b>Week 10</b> 11/3	Chapters 5 and 6 in Human Diversity in Education Effective Schools Debate Philosophy questions #3 and 4 discussion
<b>Week 11</b> 11/10	Chapter 7 in Human Diversity in Education
<b>Week 12</b> 11/17	Chapters 8 and 9 in Human Diversity in Education School, Culture, and Community Project work Professional Development small group work

**Week 13** Chapter 11 in Human Diversity in Education  
11/24 **Reflection Form Due**

**Week 14** Peer review of philosophy papers  
12/1 Small group presentations - professional development

**Week 15** Small group presentations - school, culture, and community  
12/8

**EXAM WEEK**

**8am**

**PORTFOLIO PARTY**

**Tuesday 12/16**

- Resources:  
Children.

Cushner, K., McClelland, A., & Safford, P. (2003). Human diversity in education. (4th ed.) Boston: McGraw-Hill.

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

- Evaluation: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

a. Personal philosophy of education paper (3-5 pages) *****	100
b. 7 philosophy of education questions	50
c. Professional development strand work	50
d. 5 directed observations with analysis and reflection	40
e. Participation in a small group class presentation on school culture and community	40
f. Class preparation and participation	<u>20</u>
	300

Grading:	A	277-300	A-	270-276	
B+	264-269	B	247-263	B-	240-246
C+	234-239	C	217-233	C-	210-216
D+	204-209	D	187-203	D-	180-186
F	179 and below				

NOTE: Philosophy questions are due one week after the class discussion of each question.

- Supplements

Assignment rubrics

Professional development reading materials in use in the Maplewood-Richmond Heights School District.

Maplewood-Richmond Heights School District website: <http://www.mrbsd.k12.mo.us>  
St. Louis Post-Dispatch Gateway Guide to Missouri Public Schools (5/15/03)

➤ Other

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. Assignments which are not handed in by the deadlines listed will be penalized by 5 points for each class period they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of 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, a NC will be issued.

Plagiarism is forbidden at Webster University. In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. All papers and projects that are starred \*\*\*\* must be submitted as a hard copy and as an electronic copy. The electronic copy will be sent to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

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