



EDUC 3150.04

SORAGHAN

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EDUCATION IN A DIVERSE SOCIETY

314-821-4011

4 CREDITS

SITE 50

FALL 2004

- 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.

**Week 1**

- 8/24 General Introduction  
What I know about myself as a learner  
The ideal teacher . . .  
Review all observation forms
- 8/26 Meet in the Emerson Library classroom on the first floor  
Philosophy of Education handout  
Philosophy of Education jigsaw part 1

**Week 2**

- 8/31 Philosophy of Education jigsaw part 2  
*Read Chapter 2 in Human Diversity in Education before the next class*
- 9/2 Culture and cultural learning activities

**Week 3**

- 9/7 Philosophy question #1 (philosophy/culture) discussion  
9/9 Critical Incident Review  
*Read Chapter 1 in Human Diversity in Education before the next class*

**Week 4**

- 9/14 School, Culture, and Community Project  
Critical Incident Review
- 9/16 Philosophy question #2 discussion (family/community)

**Week 5**

- 9/21 SHOW-ME Standards/Planning Instruction (lesson plan)  
9/23 Philosophy question #3 discussion (curriculum)  
**Observation Form for Lesson Structure Due (Form #4)**  
*Read Chapter 3 in Human Diversity in Education before the next class*

**Week 6**

- 9/28 Checkpoint  
9/30 School, Culture, and Community Project work  
*Read Chapter 11 in Human Diversity in Education before the next class*

**Week 7**

- 10/5 Philosophy questions #4 discussion (instruction)  
10/7 School, Culture, and Community Project work  
**Observation Form for Examining Questions Due (Form #7)**  
**Observation Form for Student-Teacher Interaction Due (Form #5)**  
*Read Chapter 12 in Human Diversity in Education before the next class*

**Week 8**

- 10/12 Philosophy question #5 discussion (assessment)  
Closing the Achievement Gap
- 10/14 MAP testing  
No Child Left Behind  
**Observation Form for Student Assessments Due (Form #8)**

**FALL BREAK**

**Week 9**

10/26 Effective Schools Debate (teacher and student roles)  
 10/28 Philosophy question #6 (teacher and student roles)

**Week 10**

11/2 Philosophy question #7 discussion  
 11/4 **Observation Form for Classroom Design Due (Form #2)**  
*Read Chapters 1, 2, and 3 of A Framework for Understanding Poverty before the next class*

**Week 11**

11/9 A Framework for Understanding Poverty activities  
*Read Chapters 4, 5, and 6 of A Framework for Understanding Poverty before the next class*  
 11/11 A Framework for Understanding Poverty activities  
*Read Chapters 7 and 8 of A Framework for Understanding Poverty before the next class*

**Week 12**

11/16 A Framework for Understanding Poverty activities  
*Assignment to read Chapter 5, 6 or 7 in Human Diversity in Education before the next class*  
 11/18 Jigsaw activity  
*Read Chapters 8 and 9 in Human Diversity in Education before the next class*

**Week 13**

11/23 Discussion of Chapters 8 and 9  
 11/25 THANKSGIVING

**Week 14**

11/30 Peer review of philosophy papers  
 12/2 School, Culture, and Community Project work

**Week 15**

12/7 Small group presentations - school, culture, and community  
 12/9 **Philosophy of Education paper Due 12/9**

**EXAM WEEK**

**8am PORTFOLIO PARTY**  
**Tuesday 12/14**

## ➤ Resources:

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. 5 directed observations with analysis and reflection	50
c. 8 cue cards	80
d. 7 philosophy discussion and quickwrites	70
e. Participation in a small group class presentation on school culture and community	70
f. Attendance	30
	<u>400</u>

Grading:

	A	400-372	A-	371-360	
B+	359-352	B	351-332	B-	331-320
C+	319-312	C	311-292	C-	291-280
D+	279-272	D	271-252	D-	251-240
F	239 and below				

➤ Supplements

Assignment rubrics

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. The grade for that assignment will be the average of the two grades. 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.

This is your first professional course in education. Therefore, it is expected that you will demonstrate a professional demeanor in your dress, attitude and actions, and show commitment and ability to reflect thoughtfully on what you observe and read during this course.

This is your first professional course in education; it is expected that you will demonstrate a professional demeanor in your dress, attitude and actions as well as showing commitment and the ability to reflect thoughtfully on what you observe and read.

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.