



## Course Syllabus

COMM 5670 .01	Carol Schell / <a href="mailto:cschell@webster.edu">cschell@webster.edu</a>	
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Teaching in a Diverse Society	Fall 2007 /	3
COURSE TITLE	TERM	CREDIT HOURS
WEBG	SITE	

**1. Course Description:** Students explore issues in teaching in a multicultural setting, examining the implications of diverse student populations and emphasizing values and beliefs about learning and teaching. The course explores the historical and philosophical foundations of education, focusing on the implications for current diverse classrooms. Students will examine traditional and contemporary philosophies in their historical context and discuss the impact of these on student and teacher roles, curriculum, assessment and instruction, and classroom organization and management.

**2. Learning Outcomes:** Students will know and be able to:

	MoSTEP	School of ED	Dispositions
--	--------	--------------	--------------

1. describe the interrelationship between teaching and learning in light of learning theory	MoSTEP 1, 2	SoEd 1.1	
2. analyze individualized instruction based on prior experience, learning styles, strengths, and needs.	MoSTEP 3, 5	SoEd 1.3, 1.4, 2.1, 4.2	
3. describe how instruction is connected to students' prior experiences and family, culture, and community.	MoSTEP 3	SoEd 3.3, 4.1, 4.2,	
4. use a variety of sources to research and present information on the impact of student diversity and local communities on school organization and culture.	MoSTEP 3, 7, 10	SoEd 3.2, 4.1, 4.2	
5. identify and critique different classroom management styles (MO-STEP 6).	MoSTEP 6	SoEd 1.3, 2.3, 3.2, 4.1, 4.2	
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.	MoSTEP 3, 4, 6, 8	SoEd 1.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3	Dispositions 1, 2, 3
7. analyze and reflect on educational practice.	MoSTEP 9	SoEd 3.1, 3.2, 3.4 4.1, 4.2, 4.3	Disposition 1, 2, 3

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

**WEEK 1:** Overview of course; introductions

What Is Education? : Myths and Metaphors

Overview of history of education

**Read:** Oakes/Lipton—Chapters 1 & 2

**Assignment:** Journal prompt #1

**WEEK 2:** Traditional and contemporary philosophies and learning theories

**Read:** Oakes and Lipton, Chapter 3

**Assignment:** Journal prompt #2

**WEEK 3:** Issues and principles of curriculum; curriculum content; reconstruction and invention;

ShowMe Standards; explanation of the Community Project

**Read:** Oakes/Lipton--Chapters 4, 5

**Assignment: Journal prompt #3; Question 1 due**

**WEEK 4:** The place of assessment; instructional processes; philosophy paper explained

**Read:** Oakes/Lipton--Chapter 6

**Assignment:** Journal prompt #4; **Question 2 due**

**WEEK 5:** Classroom management; grouping and labeling; school organization and culture

**Read:** Oakes/Lipton--Chapters 7, 9

**Assignment:** Journal prompt #5; **Question3 due**

**WEEK 6:** Understanding Poverty

**Read:** Payne—Chapter 1 - 4

**Assignment:** Journal prompt # 6; **Question 4 due**

**WEEK 7:** Understanding Poverty

**Read:** Payne—Chapters 5 -9

**Assignment:** Journal prompt #7; **On-line peer evaluation of philosophy paper**

**WEEK 8:** School-Community relations; School-Community Study Reports

**Read:** Oakes/Lipton—Chapter 10

**Assignment:Journal prompt #8; Philosophy Paper due**

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

**3. RESOURCES:**

Required Text(s):

Oakes, J. and Lipton,,M. (2007). Teaching to Change the World, 3rd edition. Boston: McGraw-Hill

Payne, R. (2005). A Framework for Understanding Poverty. Highlands, Texas: Aha! Processing

**4. 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 (total 40 points)
- b. Personal philosophy of education paper (3-5 pages) (total 50 points)
- c. Participation in and reflection on a small group class presentation school culture and community (total 35 points)
- d. Journal entries (total 40 points)
- e. Class preparation and participation
- f. Attendance (total 40 points)

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.

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. GRADING SCALE: Grades are calculated by points: total 205 points**

0 – 129	= F
130 - 142	= D
143 - 149	= D+
150 - 154	= C
155- 162	= C
163 - 169	= C+
170 - 174	= B-
175 - 182	= B
183 - 189	= B+
190 - 195	= A-
196 - 205	= A

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

## **5. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
  - Should identify the title, author, page number/webpage address, and publication date of works when directly quoting of texts, articles, interviews, or websites.
  - Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, and websites.
  - Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.
- Consequences of Academic Dishonesty:

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## **6. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability that may have some impact on your work in this class and for which you may require

accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, practical tools that help them guide both themselves and others toward lifelong learning. The School of Education community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

### Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

#### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

#### The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “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. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.1. Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence