

Course Syllabus

__EDUC 3150.02_____ Catherine Korobey/___korobeca@webster.
COURSE NUMBER AND SECTION INSTRUCTOR E-MAIL ADDRESS

Education in a Diverse Society
_Spring_04_____/_____4_____
COURSE TITLE TERM CREDIT HOURS

Adams Elementary School, St. Louis Public Schools
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.

3. 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::

3. describe the interrelationship between teaching and learning in light of learning theory (MO-STEP 2)

3. design individualized instruction based on prior experience, learning styles, strengths, and needs (MO-STEP 3)

3. describe how instruction is connected to students' prior experiences and family, culture, and community (MO-STEP 3)

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)

3. identify and critique different classroom management styles (MO-STEP 6)

3. 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)

3. analyze and reflect on observed educational practice and on one's own interactions with students (MO-STEP 9)

4 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 I know about myself as a learner

Me Bag activity

Southeast Forest Park Tour

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

Assignment: Q card #1

WEEK 2: Culture and cultural learning

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

Assignment: Question1, 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 7

WEEK 7: Understanding poverty

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

Assignment: Question 4 due; Q card 7

WEEK 8: Understanding poverty

Read: : Frameworks for Understanding Generational Poverty,

Chapters 5 - 9

Assignment: Q card #8; Question 5, due week 9; Forms 1-5 due

Break Week

WEEK 9: Social Status

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

Assignment: Q card # 9; Question 5 due; Question 6, due week 10

WEEK 10: Language and learning style

Read: Human Diversity in Education--Chapter 7, pp. 205 - 244

Assignment: Q card # 10; Question 6 due; Question 7, due week 11

WEEK 11: Religious pluralism

Read: Human Diversity in Education--Chapter 8, pp. 248 - 275

Assignment: Question 7 due

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

WEEK 13: Peer Review of Philosophy Papers
Assignment: Forms 6-10 due

WEEK 14:
Age and developmental status
Read: Human Diversity in Education--Chapter 10, pp. 314 - 335

WEEK 15: Ability and disability
Read: Human Diversity in Education--Chapter 11, pp. 314 - 335
Assignment: Philosophy Papers due

WEEK 15: School-Community Study reports
Assignment: Reflection on School-Community Study due

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.

3. 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:

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

4. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

4. 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

4. 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.

