# Course Outline

**Course/Section Number**  
EDF 3632.001

**Course Title**  
Social Foundations of Education

**Credits**  
3

**Clock Hours Per Week**  
0530-0800  
Tu

**Department:** Secondary Education  
**Prerequisites:** None

**College:** Education

**Required Textbook:**  
Human Diversity in Education: An Integrative Approach 6th ed.  
By: Kenneth Cushner, Averil McCleland, Philip Safford  
Publisher: McGraw Hill Companies, Inc.

**Faculty Member:** Dr. Charles P. Ervin, Jr.  
**Term and Year:** Spring 2011

- **Office Hours:**  
  - **Monday:** By appointment  
  - **Tuesday:** 1:00-3:00  
  - **Wednesday:** 1:00-3:00  
  - **Thursday:** 1:00-3:00  
  - **Friday:** By appointment  
  - **Saturday:**

**Course Description**

The course is an examination of the cultural influences mediating the role of the teacher in the process of education. It is designed to assist the student in acquiring a conceptual understanding of the social, economic, political, and ideological setting of the school and the influence of these factors upon school administrators, teachers and students in their contextual setting. The historical forerunner of the contemporary issues and problems will be a focus on inquiry and analysis through the use of research and case study analysis of specific case studies. Emphasis will be placed upon the democratic principles that education should be inclusive with respect to diverse minorities identified by race/ethnic groups, sex/gender, age, physical/mentally-challenged students, and national origin.
Overall Goals of the Course

The overall goals of the course are to help students and prospective teachers to:

A. Expand upon ethnic literacy and acquire a sophisticated understanding of ethnic cultures in the United States.
B. View diverse groups from an interdisciplinary perspective in order to formulate effective solutions to problems and become successful change agents in contemporary society.
C. To function effectively with pupils in a culturally diverse society.
D. Acquire positive attitudes toward the cultural diversity that characterizes American society.
E. Develop human relations skills to facilitate interaction and to deal with individuals and groups in a socially diverse classroom.
F. Understand why it is important to respect human diversity and personal rights. Create learning environments, which contribute to the self-esteem of all persons and to positive interpersonal relations.
G. From the perspective of the sociologist, study the structure of society and the roles people play within it.
H. Develop an understanding of the key social theories of functionalism and conflict theory in examining the way schools and schooling work

Specific Behavioral Objectives

1. Define functional and conflict theories.
2. Identify functional and conflict theorists.
3. Identify and discuss the impact of contextual disparities on schooling
4. Identify and discuss the five major social functions and relation to schooling
5. Identify intrinsic causes of ethnic and socioeconomic disparities
6. Contrast cultural disparities and educational disadvantage characteristics
7. Identify extrinsic causes of ethnic and socioeconomic disparities
8. Describe educational approaches for students from diverse ethnic and socioeconomic backgrounds through the use of ESOL techniques and strategies.
9. Identify and discuss difficulties regarding teaching physically disabled and mentally challenged students
10. Compare learning and teaching style incompatibilities
11. Describe the causes of gender disparities
12. Provide definitions of common terms, with significant discussion of each.
Professional Education Unit Conceptual Framework

The Conceptual Framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term “exemplary” describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands of emphasis that pervade them. These experiences provide the foundation (knowledge, skills, and dispositions) for the continuous process of life-long learning for an exemplary professional. The integrated approach of the PEU’s Conceptual Framework is comprised of the component activities and cross-curricular themes.

The Conceptual Framework Model
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The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the: Educator Accomplished Practices specified by the Florida Education Standards Commission; Florida Essential Teaching Competencies identified by the Florida Council for Educational Management; and/or competencies set forth by national specialty organizations for each program in the unit (i.e. syllabi, program matrices, and the Florida Department of Education original folios).

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

Cross-curricular themes shown in the conceptual framework diagram have been identified and are used to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: multiculturalism, educational technology, values, problem solving, professionalism, and urban/rural education. Program components or “orbits” shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: multiculturalism, educational technology, values, problem solving, and professionalism and urban/rural education. Program components or “orbits” shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

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**Explanation of Conceptual Framework Outcomes**

- **CF 1**
  - **DIVERSITY**
  - Through this focal area, the FAMU professional education candidate will:

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<tr>
<th>CF:</th>
<th>Description</th>
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<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,6,7</td>
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<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>5,7</td>
<td>3,8</td>
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<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
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- **TECHNOLOGY**
  - **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

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<td>2.1 (S)</td>
<td>Use of available technology and software to support student learning.</td>
<td>4,12</td>
<td>6</td>
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<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
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- **VALUES**
  - **CF 3**
  - Through this focal area, the FAMU professional education candidate will:

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<th>CF:</th>
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<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2,5</td>
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<tr>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>5,6</td>
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- **CRITICAL THINKING**
  - **CF 4**
  - Through this focal area, the FAMU professional education candidate will:

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<td>4.1 (K)</td>
<td>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>4,7</td>
<td>4</td>
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<tr>
<td>4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>8</td>
<td>4</td>
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</table>
PROFESSIONALISM

- CF 5

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults | F: 7 | I: 2 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

- CF6

Through this focal area, the FAMU professional education candidate will:

| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families | F: 5, 11 | I: 2,3 |

FLORIDA EDUCATOR ACCOMPLISHED PRACTICE

1. **ASSESSMENT**
   1.1 The pre-professional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.
   1.4 The teacher develops short- and long-term personal and professional goals relating to assessment.

2. **COMMUNICATION**
   2.1 The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
   2.2 Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
   2.3 Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
   2.4 Practices strategies that support individual and group inquiry.
   2.5 Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
   2.6 Develops short- and long-term personal and professional goals relating to communication.

3. **CONTINUOUS IMPROVEMENT**
   3.1 The pre-professional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of
necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher’s continued professional improvement is characterized by self reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.PRE.h Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.

3.PRE.i Shows evidence of reflection and improvement in her/his performance in teaching/learning activities. evaluate outcomes.

3.PRE.m Learns from peers and colleagues and develops professional relationships.

3.PRE.n Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.

3.PRE.o Develops short- and long-term personal and professional goals relating to continuous professional development.

4. CRITICAL THINKING

4.1 The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.PRE.g Demonstrates and models the use of higher-order thinking abilities.

4.PRE.j Uses technology and other appropriate tools in the learning environment.

4.PRE.k Develops short-term personal and professional goals relating to critical thinking.

5. DIVERSITY

5.1 The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.PRE.a Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

5.PRE.c Recognizes the cultural, linguistic, and experiential diversity of students.

5.PRE.f Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

5.PRE.h Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.

5.PRE.i Selects and introduces materials and resources that are multicultural.

5.PRE.k Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

5.PRE.m Develops short-term personal and professional goals relating to diversity.

6. ETHICS

6.1 The pre-professional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

6.PRE.d Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
6. PRE.e  Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

6. PRE.g  Maintains honesty in all professional dealings.

7. HUMAN DEVELOPMENT AND LEARNING
7.1 Drawing upon well established human development/learning theories and concepts and a variety of information about students, the pre-professional teacher plans instructional activities.

7. PRE.b  Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.

7. PRE.f  Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

7. PRE.h  Develops short-term personal and professional goals relating to human development and learning.

8. KNOWLEDGE OF SUBJECT MATTER
8.1 The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8. PRE.b  Increases subject matter knowledge in order to integrate the learning activities.

8. PRE.f  Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

9. LEARNING ENVIRONMENTS
9.1 The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

9. PRE.o  Develops short-term personal and professional goals relating to learning environments.

10. PLANNING
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

10. PRE.i  Incorporates the visual and physical environment when planning learning activities.

10. PRE.j  Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

10. PRE.n  Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

10. PRE.o  Cooperatively works with colleagues in planning instruction.

10. PRE.q  Develops short- and long-term personal and professional goals relating to planning.
11. **ROLE OF THE TEACHER**

11.1 The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

11.PRE.f Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.

11.PRE.g Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.

11.PRE.k Develops short- and long-term personal and professional goals relating to the roles of a teacher.

12. **TECHNOLOGY**

12.1 The pre-professional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.a Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).

12.PRE.b Uses technology tools on a personal basis.

12.PRE.c Demonstrates awareness of and models acceptable use policies and copyright issues.

12.PRE.d Identifies and uses standard references in electronic media.

12.PRE.e Uses technology in lesson and material preparation.

12.PRE.j Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

12.PRE.k Uses technology to collaborate with others.

12.PRE.l Develops professional goals relating to technology integration.

**Interstate New Teacher Assessment and Support Consortium Standards (INTASC)**

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning
environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: Collaboration, Ethics, and Relationships**
The teacher communicates and interacts with parents/guardians, families, school colleagues, and t

### Topical Outline

#### Tentative Course Outline:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Pre-Class Reading Assignment</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 4</td>
<td>Introduction Standards Syllabus Review</td>
<td>Name, Address, Telephone, Email Get Acquainted</td>
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<td>2</td>
<td>Jan 11</td>
<td><strong>Education in a Changing Society</strong></td>
<td>Chapter 1</td>
<td><strong>Discussion Topic</strong>: In assigned class groups, complete Summary Exercise for in-class discussion</td>
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<td>The Reality of Social Change Rethinking Schools and Learning The Difficulty of Change Ideological Perspectives of Multicultural Education</td>
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<td>3</td>
<td>Jan 18</td>
<td><strong>Multicultural Education: ...</strong></td>
<td>Chapter 2</td>
<td><strong>Discussion Topic</strong>: I’m not prejudice, But… exercise.</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter/Section</td>
<td>Discussion Topic</td>
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<td>4 Jan 25</td>
<td><strong>Culture and the Culture-Learning Process</strong>&lt;br&gt;Exploring the Concept of Culture&lt;br&gt;Commonalities in Definitions of Culture&lt;br&gt;Applying Concepts of Culture&lt;br&gt;The Culture-Learning Process&lt;br&gt;How culture is learned&lt;br&gt;Understanding Cultural Differences</td>
<td>Chapter 3</td>
<td><strong>DUE: Chapter 3 Review</strong></td>
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<tr>
<td>Feb 22</td>
<td><strong>EXAM I</strong>&lt;br&gt;<strong>Chapter 4</strong>&lt;br&gt;<strong>Classrooms and Schools as Cultural Classrooms</strong>&lt;br&gt;Schools and Classrooms; Where Cultures Intersect&lt;br&gt;Themes from Cross-cultural Psychology&lt;br&gt;A Model of cross Cultural Interaction&lt;br&gt;Applying the Culture-General Model</td>
<td>(Chapt. 1-3)</td>
<td><strong>DUE: Chapter Review of Springer reference above</strong></td>
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<td>6 Jan 29</td>
<td><strong>Chapter 4</strong>&lt;br&gt;<strong>Intercultural Development:</strong>&lt;br&gt;Considering the Growth of Self and Others&lt;br&gt;Developmental models of</td>
<td>Chapter 5</td>
<td><strong>DUE: CHAPTER 5 REVIEW</strong></td>
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<td>Date</td>
<td>Assignment/Event</td>
<td>Chapters/Sections</td>
<td>Notes</td>
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<td>Feb 1</td>
<td><strong>Continue Chapt. 5</strong></td>
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<td><strong>Chapter 6</strong></td>
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<td><strong>Begin Chapt. 6</strong></td>
<td><strong>Creating Classrooms that Address Race and Ethnicity</strong></td>
<td><strong>DUE; Chapter 6 Review</strong></td>
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<td><strong>Lay Versus Scientific Understanding of Race and Ethnicity</strong></td>
<td><strong>Lay Versus Scientific Understanding of Race and Ethnicity</strong></td>
<td>Discussion Topic</td>
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<td><strong>Understanding Prejudice and Racism</strong></td>
<td><strong>Understanding Prejudice and Racism</strong></td>
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<td><strong>Prejudice Formation: The Components Of Prejudice</strong></td>
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<td><strong>Curriculum Transformation: Strategies for Prejudice reduction</strong></td>
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<td><strong>Comprehensive programs the improve Intergroup Relations</strong></td>
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<td>Feb 8</td>
<td><strong>EXAM II</strong></td>
<td><strong>Chapters 4-6</strong></td>
<td><strong>Chapter 7</strong></td>
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<td><strong>Begin Chapter 7</strong></td>
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<td><strong>The Classroom as a Global Community: nationality and Region</strong></td>
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<td><strong>Education in a Global society</strong></td>
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<td><strong>Teaching With a Global Purpose</strong></td>
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<td><strong>Curriculum Transformation: The International Perspective</strong></td>
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<td><strong>What, Specifically, Should Students Study</strong></td>
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<td><strong>Teaching the Global Perspective on a Globally Oriented Curriculum</strong></td>
<td><strong>Teaching the Global Perspective on a Globally Oriented Curriculum</strong></td>
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<td>Feb 23</td>
<td><strong>Chapter 8</strong></td>
<td><strong>DUE: Chapter 8 Review</strong></td>
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<td>Communities: language and Learning Style</td>
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<td>Characteristics of a Learning Community</td>
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<td>Perspectives on Language Acquisition</td>
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<td>Perspectives on Language Variation</td>
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<td>Culture, Language, and Learning Style</td>
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<td>Perspectives on Bilingual Education and Second-Language Acquisition</td>
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<td>Perspectives on Second-Language Acquisition</td>
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<tr>
<th>10</th>
<th>Mar 1</th>
<th>Chapter 9</th>
<th>Religion in the Secular Classroom</th>
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<td></td>
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<td>Rationale for Attending to Religion in Public Schools</td>
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<td>Religious Pluralism in the United States</td>
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<td>Characteristics of a classroom that Attends to Religious Pluralism</td>
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<td>Perspectives on Religion and Schooling in the United States</td>
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<td></td>
<td></td>
<td>Perspectives on religious Identity</td>
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<tr>
<td></td>
<td>Chapter 9</td>
<td>DUE: Chapter 9 Review</td>
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<tr>
<td></td>
<td></td>
<td>Discussion Topic:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>In what ways does age affect religion and religion affect gender issues?</td>
<td></td>
</tr>
</tbody>
</table>

| 11 | Mar 7-11 | SPRING BREAK |

| 13 | Mar 22 | EXAM III |
|    |        | Chapters 7-9 |
|    |        | Chapter 7-10 |

| 14 | Mar 29 | Chapter 12 |
|    |       | Creating Inclusive Classrooms: The Ability/Disability |
|    | Chapter 12 | Discussion Topic: What are some of the variables contributing to the disproportionate placement of |
|    |          | During the next week, |
### Continuum and the Health Dimension

- Rationale for Inclusive Classrooms
- What is Exceptionality?
- Characteristics of an Inclusive Classroom
- Making Inclusive Teaching Work

keep track of the buildings you enter, the streets you cross, and the activities in which you participate. How accessible are these to persons who are in wheelchairs, blind, or hearing impairment? What areas have not been made available to these individuals?

minorities in special education?

<table>
<thead>
<tr>
<th>15</th>
<th>Apr 5</th>
<th>EXAM IV</th>
<th>Chapters 12-13</th>
<th>DUE: Chapter 12 Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Apr 12</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Apr 19</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Apr 26</td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Course Requirements Met

<table>
<thead>
<tr>
<th>COURSE EDF 3632</th>
<th>ASSIGNMENT</th>
<th>DESCRIPTION OF ASSIGNMENT</th>
<th>CORRESPONDING STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Review(s)</td>
<td>10 chapter review(s) reflecting diversity in teaching or student environment</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
<td>FEAP 2, 5; GOALS 2, 4, 5</td>
</tr>
<tr>
<td>Authentic Group Research Project</td>
<td>Candidates develop group research project on an assigned topic related to diversity, a 10 page APA research paper</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
<td>FEAP 2, 5; GOALS 2, 3, 6</td>
</tr>
<tr>
<td>Presentation of Analysis of a Case Study from the course Text</td>
<td>Candidates make presentation of information from selected case studies from the text.</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, 8; GOALS 2, 3, 6</td>
</tr>
<tr>
<td>Book/Article Review</td>
<td>Candidates will complete a chapter</td>
<td>CF 1-1.1, 2-2.34-4.5</td>
<td>FEAP 2, 5, 8</td>
</tr>
<tr>
<td>Category</td>
<td>Requirements</td>
<td>CF/FEAP</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Class Participation</td>
<td>Candidates must model teacher behavior by attending class on time, participating in class discussions.</td>
<td>1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, 8</td>
</tr>
<tr>
<td>Examinations</td>
<td>Candidates must pass four multiple choice/essay exams with a score of 70% or higher.</td>
<td>1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, 8</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Candidate will participate in a community service project</td>
<td>1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, 8</td>
</tr>
</tbody>
</table>
| Research Paper | Teacher candidates will, as part of a collaborative group, research specific topics as they relate to the multiculturalism in the education profession. Topics to be researched include: 
(1) Parent Involvement in the education of at-risk students 
(2) Compensatory education: impact on minorities and lower SES class students 
(3) Title IX: Cultural impact on gender education 
(4) Case study on the education of homeless students 
(5) Ethnomusicology and diversity in the classroom |
| FEAP | 2, 3, 4, 5, 7, 8, 9, 10, 11 |
| CF | 1,3,4,5,6 |

| Group Presentations | Presenters will role play as teachers during classes designated for Presentation of Case Studies. Presenters may employ choice of methodologies and philosophies in leading discussions. Methodologies may include: homework assignments, class assignments, role-play and games; metaphors and mnemonic devices; instructional aides; handouts; and other reference materials. Use of Power Point and /or Poster Presentations is encouraged. |
| FEAP | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| CF | 1,2, 4,5,6 |

| Chapter Reviews | Students will complete a chapter review of selected chapters in the text, as indicated in the Topical Outline, and provide them to the professor at the beginning of the designated classes. Selected students will discuss their chapter review as a part of the Class Participation grade for the course. The Chapter Reviews will be graded by rubric included in the syllabus. |
| FEAP | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| CF | 2,4,5,6 |

| FEAP | 2,4,5,12 |
| CF | 2,4,5,6 |

| Service Learning Project | Students will perform a service learning project in the local educational community, and develop a well written essay to present information on course topics experienced during the experience. Students will develop a well written essay, answering specific topic areas/questions presented in this syllabus, to reflect their comprehension and level of learning from the course |
| CF | 2,4 |
These instructions apply to all written work including critiques, reviews, reports, research papers, reaction essays, or other papers. All assignments, unless otherwise indicated, must be typed. When using direct quotes and citing references, use the rules of the Publication Manual of the American Psychological Association, Sixth Edition (2010). Essays, whether a homework assignment or an assessment done in class, should include an introduction that states a thesis, a body that develops the thesis, and a conclusion. Attention should be given to correct grammar usage and spelling. All essays must be double spaced with only 12-point font size of text and the use of Italics for offsetting headings or titles of published writing. The following depiction illustrates the essay report format you will use in this class, which is APA style.

All assignments completed outside of class must be typed (double-spaced) unless otherwise noted. The student must proofread, make corrections neatly, and pay close attention to correct punctuation and grammar; points will be taken from papers that are written poorly. Neatness, style, and appearance will also influence the grade received on assignments. All major papers must conform to the American Psychological Association (APA) format. The APA publication manual is available in the FAMU Library, and you may also refer to the following websites for assistance:

http://owl.english.purdue.edu/handouts/research/r_apa.html

http://www.apastyle.org/

<table>
<thead>
<tr>
<th>Header 1</th>
<th>Header 2</th>
<th>Header #?</th>
<th>Header #?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Title</td>
<td>This is page two of your report where you begin your essay.</td>
<td>References</td>
<td>Appendix Title</td>
</tr>
<tr>
<td>Your full name</td>
<td>This is a paragraph with a main heading.</td>
<td>(This is after the first page break in your essay where you begin listing all of your references for information sources you used. Note that the heading is in a plain</td>
<td>(You will insert a page break after the references for use of appendix (s). An appendix is used in the end of a report to show</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>Heading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Failure to adhere to the APA format will reduce the score on your paper. Assignments are to be submitted to the instructor at the beginning of the class period on the date due. Papers received after that time (including at the end of the class period) are considered late. It is strongly recommended that students retain a copy of all papers submitted to the instructor.

Authentic Group Research Project

For group project, students will be expected to work in teams, as assigned by the professor, to complete some assignments. Cooperation and collaboration are essential skills for team work. A hard copy and an email with the authentic group research project as an attachment of the ‘final group project’ must be turned in and emailed to the professor for assessment, by the required due date.

AUTHENTIC GROUP RESEARCH PROJECT

You, as a member of a small group, are asked to select and develop a topic related to the objectives of the course and to FEAPS. You will present the information orally to your classmates. The forms, rubric and evaluation materials are under "Group Project". Your purpose is to develop a lesson plan that will help your classmates understand the selected topic of the group’s authentic research.

Your group will facilitate at least two (2) classroom activities to further provide information specific to selected topic that will encompass assessment/evaluation. (Refer to the rubric). EACH GROUP MEMBER WILL RECEIVE THE SAME EVALUATED GRADE OF THE FINAL SUBMITTED RESEARCH PAPER. This assignment is a group assignment and will therefore be a group grade. Each group member must use a minimum of five sources each. (only
three (3) can be from internet resources) prepare your bibliography, develop instructional materials and packets. FEAPS 2, 5, 8 are addressed by this effort. *Further instructions for completion of the group project will be given in class.*

- Written handouts + bibliography, individual documentation/ analysis is critical must be extensive
- Articles (sources) summary/evaluation/synthesis related to topic (5). Five articles(sources) per person minimum

A group project is part of the course requirements. To receive credit for this assignment group member must be an active participant in the group. To receive assessment for the individual presentation group member must be present and make an individual presentation—NO EXCEPTIONS *(cannot be made up if not present)* this project is a maximum score of 100 for evaluation. The group project consists of working with a small number of your classmates to develop, prepare and present a topic of interest that is related to the objectives of the course. Each group member will have approximately ten minutes to present their part of the presentation. Many different styles of presentation are possible, but all styles must result in increased understanding for the class. Class discussion following your presentation is important. Research topics will be assigned by the professor.

**Chapter Reviews**

The text for this course is the Kenneth Cushner, et al, Human Diversity in Education: An integrative approach *(6th ed.)* The topical outline (course schedule) indicates when the chapters are to be read. There are ten (10) chapters in the course text; therefore, you will have to write ten (10) chapter reviews, or outlines. Every week for the first ten (10) weeks of semester a chapter review will be due during the Tuesday scheduled class. **You are to keep your completed "Chapter Reviews" in a folder and the folder must be brought to each scheduled class meeting.** The professor will ask for the folder with the Chapter Reviews at any time during the semester, it is important to keep up with the weekly assignment and to bring the Chapter Review folder to each class.  

Chapter
Reviews will only be assessed that are submitted via the folder during the scheduled class the professor requests it. No Chapter Review will be assessed late or that is not submitted during the scheduled class it is requested.

For each chapter read, you will submit (on the date indicated) a typed summary of the main concepts presented in the chapter and minimally address the following questions in the review:

(a) You will also identify the main focus of the chapter.

(b) Finally, what is your reaction to this material? This is the focus of the “chapter review” to, in a narrative demonstrate your comprehension of the material presented in the chapter.

(c) When using any information from the textbook, the reference citation must be APA

If approach does not work, we will then move to a quiz to make sure the material is reviewed.

Format for Chapter Review (REQUIRED)

1. Cover Page
   **Must include:**
   a. Student full name
   b. Course Prefix
   c. Course Number
   d. Course Section Number
   e. Course Name
   f. Date
   g. Chapter Number and Title
   h. Chapter Review Number
   i. Professor Name—Dr. R Wallace

2. APA reference citation(s)
   a. all reference citation(s) must be APA must indicate the page number in the text
   b. APA Manual will be 6th ed. (2010)

3. Bibliography
   a. must be a separate page
   b. complete bibliographic reference must be latest edition of APA
## Chapter Review Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content – as outlined in specific course assignment guidelines</strong></td>
<td>Does not follow assignment guidelines or address the selected topic as required (15 points)</td>
<td>Addresses guideline components with minimal support evidence and examples (18 points)</td>
<td>Follows guidelines, clearly supports responses and clarifies connections (22 points)</td>
<td>Follows guidelines, provides support, clarifies connections and extends key concepts to include personal insights (25 points)</td>
</tr>
<tr>
<td><strong>Organization (clarity, coherence, transitions)</strong></td>
<td>Writing does not follow a formally established or identifiable clearly logical format (15 points)</td>
<td>Major sections and/or paragraphs are minimally arranged in a clear and logical format (18 points)</td>
<td>Major sections, subsections, and paragraphs are arranged in clear, logical format (22 points)</td>
<td>Major sections, subsections, paragraphs, and transitions are arranged in a clear and exceptional format (25 points)</td>
</tr>
<tr>
<td><strong>Mechanics (spelling, grammar, proofing)</strong></td>
<td>Multiple errors in spelling and grammar that totally detract from content (15 points)</td>
<td>Sentence structure is minimally clear despite errors in grammar and/or spelling (18 points)</td>
<td>Sentence structure is clear and direct. There are no egregious errors in grammar or spelling (22 points)</td>
<td>Writing is exceptionally clear, direct, reflective and without spelling and grammatically errors (25 points)</td>
</tr>
<tr>
<td><strong>APA Documentation</strong></td>
<td>Writing does not demonstrate APA documentation (15 points)</td>
<td>Writing minimally demonstrates attempt of APA format in reference citations and bibliography (18 points)</td>
<td>Writing demonstrates minimally APA format (22 points)</td>
<td>Excellent demonstration of APA format in all reference citations, bibliography, as well as additional references (25 points)</td>
</tr>
</tbody>
</table>
# Rubric for Group Research Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Very limited demonstration of comprehension of assignment, material extremely vague, unclear progression of ideas discernable (4 pts.)</td>
<td>An attempt to establish and maintain purpose and communicate it; minimal idea development, limited and/or unrelated details; few references; random or weak organization; incorrect or lack of topic and/or transition sentences; incorrect and/or ineffective wording and/or sentence structure; errors in grammar and format (e.g., punctuation, capitalization, headings). (6 pts.)</td>
<td>Focused on a purpose; evidence of voice and/or suitable tone; depth of idea development support by elaborated, relevant details; use of references indicate ample research; logical organization; controlled and varied sentence structure; acceptable, effective language; few errors in grammar or format relative to length and complexity (8 pts.)</td>
<td>Establishes and maintains clear focus, evidence of distinctive voice and/or appropriate tone; depth and complexity of ideas supported by rich, engaging, and/or pertinent details, evidence of analysis, reflection, and insight; use of references indicate substantial research; careful and/or suitable organization; variety of sentence structure and length; precise and/or rich language. (10 pts.)</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Apparent misunderstanding of assignment, topic approved not developed (4 pts.)</td>
<td>No introduction, no clear indication of research aim, content difficult to understand, cannot follow what has been written (6 pts.)</td>
<td>Introduction not stated clearly, purpose is somewhat weak, paper not well organized, content is not orderly, confusing, text does not flow well (8 pts.)</td>
<td>Introduction to topic, purpose is stated clearly, content is orderly, flows well, examples given (10 pts.)</td>
</tr>
<tr>
<td><strong>Language/Mechanics</strong></td>
<td>To frequent errors in spelling, grammar, word choice, punctuation, totally distracts and makes reading difficult (4 pts.)</td>
<td>Misspellings and poor grammar and word choice throughout, difficult to read, assignment not proofread (6 pts.)</td>
<td>Occasional misspellings, questionable word choice, several grammatical errors, somewhat difficult to read (8 pts.)</td>
<td>Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read (10 pts.)</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.</td>
<td>Student(s) need to work on communicating more effectively Limited comprehension, not neat, headings and</td>
<td>Student(s) effectively communicated the results of research. Somewhat comprehensible, somewhat neat,</td>
<td>Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and</td>
</tr>
</tbody>
</table>

22
<table>
<thead>
<tr>
<th>Internet References (10 points)</th>
<th>Less than 2 internet sites/sources, some references not APA (4 pts.)</th>
<th>Used 2 credible internet sites/sources, some references incorrect APA (6 pts.)</th>
<th>Used 3 credible internet sites/sources, some references incorrect APA (8 pts.)</th>
<th>Used more than three (3) credible internet sites/sources, using APA correctly (10 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional References (10 points)</td>
<td>No documentation of library resource(s) (4 pts.)</td>
<td>Used one library resource, incorrect APA (6 pts.)</td>
<td>Used two library resources, some references incorrect APA (8 pts.)</td>
<td>Used three or more library resources, using APA correctly (10 pts.)</td>
</tr>
<tr>
<td>Critical Analysis (10 points)</td>
<td>Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence. (4 pts.)</td>
<td>Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper. (6 pts.)</td>
<td>Student (s) product shows good effort was made in analyzing the evidence collected (8 pts.)</td>
<td>Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student is demonstrated clearly (10 points)</td>
</tr>
<tr>
<td>Lesson Plan/Activities (10 points)</td>
<td>Activities are unrelated to objectives. Activities are extraneous and irrelevant. No attempt is made to individualize activities for student learning styles or strengths (4 pts.)</td>
<td>Activities relate peripherally to objectives. Activities appear extraneous and irrelevant therefore not applicable to students with different learning styles and strengths (6 pts.)</td>
<td>Activities relate to objectives. Some activities may be extraneous or irrelevant. Activities with minimal modifications applicable to students of more than one learning style and strength (8 pts.)</td>
<td>Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities (10 pts.)</td>
</tr>
<tr>
<td>Lesson Plan/Activities Objectives (10 points)</td>
<td>Objectives are missing, not discernable and/or totally unclear (4 pts.)</td>
<td>Objectives are not clear thus not providing a clear sense of student expectations (6 pts.)</td>
<td>Most of the objectives are clear as well as the student expectations (8 pts.)</td>
<td>All objectives are clear and provide a clear indication of student expectations (10 pts.)</td>
</tr>
<tr>
<td>Lesson Plan/Activities Grade Level Appropriateness (10 points)</td>
<td>Objectives and activities are inappropriate for the intended grade level (4 pts.)</td>
<td>Some, but not all, objectives and activities are appropriate for the intended grade level (6 pts.)</td>
<td>Most objective and activities are appropriate for intended grade level (8 pts.)</td>
<td>All objectives and activities are appropriate for the intended grade level (10 pts.)</td>
</tr>
</tbody>
</table>
Rubric for Group Project Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (50 points)</th>
<th>Average (35 points)</th>
<th>Poor (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Relates to topic; knowledgeable; geared to audience; engages audience, raises or invites questions, and stimulates curiosity; well-informed, informative; valuable information; factual</td>
<td>Relates topic; informative; valuable information; minimally engages audience, raises or invites questions, and stimulates curiosity; factual</td>
<td>Topic unrelated; information of little or no value; fails to engage audience, raise or invite questions, and stimulate curiosity; not factual</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>Comprehensible; met needs of audience; voice, gestures, eye contact, grammar were strong; group members are appropriately dressed; members answer audience questions; end with effective final presentation; members not dependent on notes</td>
<td>Comprehensible most of the time; voice, gestures, eye contact, and grammar were adequate; group members not dressed appropriately; members answer some audience questions; end with mediocre final presentation; members depend on notes somewhat</td>
<td>Unclear organization; weak vocal qualities, gestures, eye contact, and grammar during presentation; group members’ attire distracts from presentation; members do not answer audience questions; ends with no final presentation; members depend almost fully on notes</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td>Entire group was present; role of each member was clear and essential to the project; input was effective; group members were cooperative</td>
<td>Entire group was present; each member gave input; each member was cooperative</td>
<td>Group member(s) absent; input given by one or a few members; group members were uncooperative</td>
</tr>
<tr>
<td>Visual Aids and Equipment</td>
<td>Appropriate to presentation; effective; suitable; and educational</td>
<td>Understandable; some reference made to visual aids during presentation</td>
<td>Unreadable; no reference made to visual aids during presentation</td>
</tr>
<tr>
<td>Language/Mechanics</td>
<td>Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read</td>
<td>Misspellings, poor grammar in several places, not double spaced, somewhat difficult to read</td>
<td>Numerous misspellings and poor grammar throughout, not double spaced, difficult to read</td>
</tr>
<tr>
<td>Internet Sources</td>
<td>Used more than three credible sites/sources</td>
<td>Used three credible sites/sources</td>
<td>Used fewer than three sites/sources; sources not credible</td>
</tr>
<tr>
<td>Additional Research</td>
<td>Used more than five credible sources</td>
<td>Used five credible sources</td>
<td>Used fewer than five sources; sources not credible</td>
</tr>
<tr>
<td>Materials</td>
<td>Acknowledgement of Sources</td>
<td>Acknowledgement of Sources reserved 75% of sources; bibliography available</td>
<td>Acknowledgement of Sources referred to less than 75% of sources, not in compliance with APA style; no bibliography</td>
</tr>
<tr>
<td>Technology/Technical</td>
<td>Good instructional design principle is evident (especially in any sound effects and transitions); content readable (large font size, legible colors); uses multimedia (e.g., sound and video); uses several graphics;</td>
<td>Uses small number of graphics; good transition between slides; slides show bullet points, not the entire text of the presentation; content is readable; graphics support or elaborate on content reasonably well</td>
<td>Content is not very readable, uses small number of slides; text has grammar or spelling errors; graphics distract from or do not support or elaborate on content</td>
</tr>
<tr>
<td>Aspects (especially</td>
<td>PowerPoint)</td>
<td></td>
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</tr>
</tbody>
</table>

(6 pts.)
Rubric for Class Attendance & Participation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (100 points)</th>
<th>Average (75 points)</th>
<th>Poor (60 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class</td>
<td>Attends all but one or two class sessions; on time; always well prepared for class; evidentiary that student has completed all reading assignments prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class discussion, consistently contributes to in-class activities</td>
<td>Generally well prepared for class; evident that student has completed some reading assignments prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class; three absences and/or excessive tardiness</td>
<td>Does not attend class on consistent basis; never prepared for class; evident that student has not completed reading assignments prior to class; exhibits negative attitudes toward course and class members; does not contribute to class discussions or in-class activities; four absences and/or excessive tardiness</td>
</tr>
<tr>
<td>Language/Mechanics</td>
<td>Follows standard rules of speech and grammar, uses anecdotal information only when relevant to topic, respects other students’ right to express their points of view; does not interrupt when others are speaking, considerate</td>
<td>Inappropriate speech and grammar, uses questionable anecdotal information, tendency to monopolize discussion, sometimes fails to show respect for others’ right to express ideas and opinions; uses slang</td>
<td>Poor speech and grammar, uses inappropriate or irrelevant anecdotal information, monopolized discussion, fails to show respect for others’ right to express ideas and opinions, rude, abrasive, uses slang, may be offensive</td>
</tr>
</tbody>
</table>

Self Assessment & Course Reflection Synthesis Assignment

The self assessment and course synthesis is a measure and evidence of what you learned as a result of the course. Keep this in mind as you respond to the guidelines below, so that your final product is a true reflection of your learning.

We covered a lot of bases throughout this class in exploring issues of “Social Foundations of Education”. Our broad course objectives were as follows:

1. Explain the general re-acculturation process that all students go through when they come to college.
2. Describe stereotype vulnerability.
3. Identify assumptions which lead to stereotypes.
4. Explain ways to support diversity in the classroom.
5. Explain how to create open classrooms to foster diversity.
6. Describe how collaborative discussion fosters diversity.
7. Explain how guilt limits discourse on diversity.
8. Explain how instructional design can be used to foster diversity.
9. Describe ways in which women are made into the largest minority.
10. Explain the general principles for teaching all genders of students.
11. Describe ways to foster diversity with ESL students.
12. Explain how to set a comfortable environment for gay, lesbian, and transgender students.
13. Describe how to foster diversity with learning disabled students.
14. Define the biological basis of race.
15. Explain how to use the ethnic awareness assessment as part of your class.
16. Describe how to differentially treat different ethnic minorities in the classroom to foster diversity.

Write about what you learned, in particular connecting your analysis of your learning to these objectives. I want to read not merely a factual synthesis and description, but more importantly about your opinions, and how they evolved through the course (either changing or becoming stronger). When and/or if what we talked about and what you were assigned wasn't new to you, then write to me about how you made good use of your time in this class, how you pushed yourself to go beyond the requirements. Talk too about how you took responsibility for learning and for challenging yourself throughout this course.

Your grade will reflect how well you have synthesized the different aspects of the course (in class activities, assigned readings, readings beyond what was assigned, participation in outside of class activities, school/agency visits, field clinical experience, meeting and getting to know a wide range of people in and out of class, how you have made the most of all your opportunities in to help you understand what you are learning in this class) with your understanding of the complex nature of understanding diverse populations and how you have connected these to the course objectives.

Format and length:
Assignment is a 10-15 page, double spaced paper where the writer self-evaluates his/her knowledge of the pedagogy addressed during the semester in this course.
Your analysis must be in essay form (minimum of 10 complete word-processed pages, maximum of 15 pages).

Teaching Methods
COURSE ASSIGNMENTS:

Experiences to be provided in this course include reading assignments in the textbook, related readings, and printed handouts; lectures; group discussions; oral presentations by class members; guest speakers; and/or computer-based tutorials. Each student is encouraged to read appropriate documents (e.g., textbooks, handouts, and related readings) in advance of their scheduled consideration in class. *Students must read each chapter and will be held responsible for content in class discussions and chapter reviews.*

College level work is distinguished by its attention to form and the rigor of its content. Particular attention should be given to:

- Vocabulary
- Class Notes
- Outside of class readings

Professionals in general and teachers in particular should work to constantly expand their vocabularies. New words and jargon will undoubtedly come your way through out the semester. You will be expected to define, pronounce correctly and be able to use them in context with course content.

Each class member will complete a minimum ten-page research paper on one of the subjects listed below. The paper will be typewritten/word processed; double spaced with font size 12, and will be due on Dec 1. The research paper will be written, and documented, in accordance with the American Psychological Association (APA) Publication Manual. Students will and will present information on their topics to the class during weeks 10-13. Students are expected to attend class during all presentations.

**RESEARCH PAPER TOPICS**

1. Parent Involvement in the education of at-risk students
2. Compensatory education: impact on minorities and lower SES class students
3. Title IX: Cultural impact on gender education
4. Case study on the education of homeless students
5. Ethnomusicology and diversity in the classroom
ARTICLE REVIEW

Students will also complete an article critique and a short book review during the semester. Specific titles for the reviews will include:


Reviews will use APA style, and will be approximately 3-4 double spaced pages. Grading will be as indicated below, and by rubric included in this syllabus.

Assignments will be word-processed, font size 12, for grading. Spiral notebooks are unacceptable for assignments. Completed assignments will be kept in folders and present when the in the professor requests office. An assignment that falls short of the best that the student is capable of will be returned with an R for re-submit. The student will generally have one class session to resubmit unacceptable work (usually a week). If unacceptable work is not returned for revaluation, the low grade will prevail. Subsequent R's not returned will reduce the grade to zero (O). Any student who receives an unsatisfactory grade on assigned work is required to meet with the professor-No exceptions!

GRADING/EXPECTATIONS

The purpose of evaluation (grading) is to accurately reflect the extent to which the student has mastered the course content. Accordingly a variety of indicators will be used that include tests and quizzes, class and field assignments, class participation and other assigned written work. While one's physical presence in class is a prerequisite for a passing grade, more significant is one's mental presence and contribution once in class.

Ground Rules
Each student is expected to be on time. Each student is expected to be prepared. Prepared means armed with the text and any supplementary readings distributed, ready to work and poised with thoughtful questions and observations.
ATTENDANCE: Students are expected to attend each class, on time. More than three (3) unexcused absentees will result in a one (1) letter grade reduction in the students final course grade.

EXAMS AND UNANNOUNCED QUIZZES WILL BE ADMINISTERED AT THE EXACT BEGINNING OF CLASS PERIODS, and cannot be made up without official excuse from the Office of the Dean.

STUDENT RESPONSIBILITIES WHEN REGISTERING LATE

In order to ensure success, class begins on the first date listed in the University Academic Calendar. Regardless of when your registration occurs, absences are counted from the first scheduled class meeting.

Classroom attendance is required. Final grade will be adversely affected by poor attendance or a pattern of tardiness. Students who miss 25% of class will fail the class. You must attend 90% of the classes to receive an “A” grade. You must be in class on time. No one will be allowed in class after professor has started class. Each absence to class will be a -5 point participation deduction per episode.

Specific Grading Components

<table>
<thead>
<tr>
<th>Assignment</th>
<th>POINTS</th>
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<tr>
<td>*CLASS ATTENDANCE/PARTICIPATION</td>
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<td>* Article review/critique</td>
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<td>*Chapter Reviews (10 Points for each)</td>
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<td>*Case Study Presentations</td>
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<td>*EXAMINATION II</td>
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<td>*EXAMINATION III</td>
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<td>*SERVICE PAPER</td>
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<td>*COURSE ASSESSMENT</td>
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<td><strong>TOTAL</strong></td>
<td><strong>700</strong></td>
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GRADING SCALE:

630-1,000 = A
560-629 = B
490-559 = C
420-489 = D
< 489 = F

REFERENCES:


**How to Reference Source using APA Style**

a) The reference list should contain only those works that are cited in the text  
b) Use the APA style for references. Remember all cited work must be referenced in text.  
c) Do not use footnotes in your text.  
d) Examples of references to book, a chapter and a journal article follow: 

e)  
**A book:**
New York: Ablex

**A Chapter:**

**A journal article:**

How to Reference Electronic Source using APA Style
(Source: http://www.apastyle.org)

**Reference Examples for Electronic Source Materials**

72. Article in an Internet-only journal

**74. Article in an Internet-only newsletter**

*Use the complete publication date given on the article.  
*Note that there are no page numbers.  
*In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is all that can be provided in the reference.  
*Whenever possible, the URL should link directly to the article.  
*Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

**Nonperiodical documents on the Internet**

**77. Stand-alone documents, no author identified, no date**

*If the author of a document is not identified, begin the reference with the title of the document.

**78. Document available on university program or department Web site**

*If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

**Other Electronic Sources**

**88. Electronic copy of a journal article, three to five authors, retrieved from database**
When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

Citations in Text of Electronic Material

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words page and chapter are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, proceeded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1.)
College of Education  
Student Professional Dispositions  
Spring 2010

Candidate’s Name: _______________________  Student ID: ___________  Program Area: _________________

**Criteria for rating**

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The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)

The candidate usually and extensively demonstrates indicators of performance. (89–80%)

The candidate sometimes and adequately demonstrates indicators of performance. (79–70%)

The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

**Professionalism : The Teacher Candidate demonstrates professionalism**  
(Please use a ✅ to indicate level of performance.)

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**Punctuality**

- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Appropriate dress and grooming
- Completes assignments on or before due date

**Emotional Management**

- Handles feeling appropriately
- Reacts reasonably to situations
- Finds a healthy balance between emotions

- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

**Effective Communication: The Teacher Candidate demonstrates effective communication skills**  
(Please use a ✅ to indicate level of performance.)

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(90–100 %)

The candidate usually and extensively demonstrates indicators of performance.
(89-80%)

The candidate sometimes and adequately demonstrates indicators of performance.
(79-70%)

The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior
(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

Ethical Behavior: The Teacher Candidate demonstrates ethical behavior
(Please use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

Reflective Behavior: The Teacher Candidate demonstrates reflective behavior
(Please use a ✓ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one's strengths and weaknesses
Student Acknowledgment and Understanding

I, ________________________________________, acknowledge receipt of a syllabus and the course schedule for Dr. Ervin’s EDF 1005 Introduction to Education class for the Fall 2009 Semester at Florida A&M University.

I understand it is my responsibility to read, know and abide by the requirements stated in this syllabus.

I understand I should see or call the professor as soon as any problems occur during the term.

Student signature: __________________________________________

Student ID __________________________________________