

**Liberal Studies 3000, Fall 2011**  
**Thursday, 6:00 – 8:30 p.m., C203**

**INSTRUCTOR:** Katie Olivant      **EMAIL:** kolivant@csustan.edu

**OFFICE:** P 343      **OFFICE PHONE:** 664-6813      **DEPARTMENT PHONE:** 667-3749

**OFFICE HOURS:** T/Th 10:45 a.m. – 12:15 p.m.; T/Th 2 – 2:30 p.m.;

**LIBERAL STUDIES WEBSITE:** <http://www.csustan.edu/LiberalStudies>

**Required Texts**

Articles as assigned (downloaded from internet or available on reserve in Library)

Lawrence, G. *People Types and Tiger Stripes* 4<sup>th</sup> edition

*Myers Briggs Personality Type Instrument Learning Profile Indicator:* Available in the KIVA bookstore

*History/Social Studies Content Standards for the California Public Schools* Available online

**Recommended Text**

*Publication Manual of the American Psychological Association* 6th edition

**Prerequisites:**

Liberal Studies major with junior standing

Current TB test and Livescan fingerprinting (see Service Learning Assignment)

**Satisfactory completion of the Writing Proficiency Screening Test**

**Course Description and Objectives**

This course examines the liberal studies major on a personal and interpersonal level. We will focus on multiculturalism and diversity, including perspectives on cultural differences, gender roles, and disabilities. Through critical reading and writing, discussion, and reflection, students will examine the ways in which cultural assumptions influence the teaching profession and our general perceptions of others.

This course will:

- < Develop and assess students' writing abilities within the discipline to fulfill the writing proficiency requirement.
- < Provide an experiential learning opportunity that will foster self-exploration and awareness of the diverse environment of California schools.
- < Provide opportunities for students to enhance their communication skills through reading, writing, and group discussion.

Through these experiences, students will:

- < Examine learning and teaching styles
- < Demonstrate information gathering and research skills by utilizing multiple sources in oral and written work.
- < Investigate current events in education and increase knowledge of cultural differences within the United States and abroad.
- < Enhance self-awareness of their cultural identities

*This syllabus is your handbook for the course. You are responsible for knowing and understanding all the information in it. DO NOT LOSE IT. Not knowing the requirements does not excuse you from fulfilling them.*

## Academic Integrity

All work you submit must be your own. Your name / student ID on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study. Instructors have access to the Turn It In program and many other on-line plagiarism checks. Any assignment may be submitted for a plagiarism check. Plagiarism may be suspected when there is a consistent difference in quality between out-of-class and in-class assignments, or when quality and style of writing varies widely within an assignment. All written material, information, data, and ideas “borrowed” from a source, including the textbook, must be acknowledged as source material. Direct quotation must be indicated by the use of quotation marks, and both direct and indirect quotation (paraphrasing) must be cited. Please refer to the APA Manual for further information about citation.

Plagiarism and any other form of academic dishonesty will result in an “F” for the assignment, and probably the course. The instructor can refer a student who has engaged in academic dishonesty to the Student Discipline office. If the academic dishonesty encountered is not the first attempted by or reported of a student, that student may be dismissed from the university.

Assignments are due at the beginning of class on the date indicated on the schedule. Late assignments will receive a 10 – 20% grade deduction, and will not be accepted if they are more than a week late. **Keep a copy of everything you turn in.**

## Attendance, Participation and Other Class Expectations

Part of your semester grade will be based on your participation in class. In order to participate, you must be in class, so attendance is required. I expect you to be on time and present for the entire class. Frequent lateness (or leaving early) will lower your participation grade.

Participation is not just talking. It is being prepared for class, careful listening, engagement in the subject, and completion of in-class work. As a class we will develop specific expectations for attendance, participation and related issues. The guidelines we adopt will become part of this syllabus.

## Communicating with Me

I encourage you to come see me during office hours or by appointment if you have any questions or concerns about the class. Please use email only to set up an appointment or for minor questions.

## Other Course Requirements

- < **Complete Livescan and TB Clearances.** You must go to the campus Public Safety office, pay a fee, pick up a Livescan application, and then make arrangements with a Livescan station. The Livescan must be completed *before* you are placed at a school site.
- < **Secure placement for school observation.** You must secure a placement for school observation **no later than the 4th week of class.** A Site Placement form signed by the administrator **must be turned in by the 4th week of class.** **If you have not completed these requirements by the fourth week you will have 25 points (5%) deducted from your TOTAL points each week until they are completed.**
- < Complete 30 hours of K-8 classroom observation verified by the on-site supervisor within the semester. Turn in complete and detailed observation logs signed by the on-site supervisor verifying 30 hours of observation.

## **Grading Scale**

*Your semester grade will be determined by completion of the following elements of the course:*

	<u>Class Points</u>	<u>Portfolio Points</u>
Class Attendance and Participation	50 points possible	
Personal Identity Paper		50 points possible
Human Diversity Research Paper		100 points possible
Guided Learning Activity	50 points possible	
Service Learning/Review & Reflection Experience		100 points possible
California Teacher Performance Expectations (TPE's) 3 short essays @ 25 points a piece		75 points possible
Portfolio		75 points possible
	100 points	400 points
500 Total Points Possible	A 460 - 500 B+ 440 - 449 C+ 390 - 399 D+ 340 - 349 F below 300	A- 450 - 459 B 410 - 439 C 360 - 389 D- 300 - 309 B- 400 - 409 C- 350 - 359

## **Major Assignments**

For full descriptions, please see the Portfolio Description Packet, Service Learning Assignment, Research Project Description, and Essay Assignment Descriptions.

*The Portfolio:* Your portfolio will include all the assignments done throughout the semester, in addition to some portfolio-specific assignments.

*Research Project:* You will choose a research topic related to diversity in education, and present your research in two forms: an 8-10 page paper and an oral guided learning activity.

*Service Learning:* During the semester, you will spend a total of 30 hours in a linguistically diverse classroom (K-8), and then write a reflective paper about your experiences.

*Short Essays:* There will be 3 essay assignments on Motivation, Classroom Management, and Assessment, based on your readings and class discussion.

*Personal Identity Paper:* This paper describes who you are: your personality, learning style, goals, and skills, all in relation to your identity as a learner and teacher.

*Individual Education Plan:* You will complete an Individual Education Plan (IEP) listing all the courses you have taken and all the courses you need to complete your degree. Include your concentration also.

### **Schedule of Readings, Assignments, Due Dates**

<b>Date</b>	<b>Class work</b>	<b>Assignments &amp; Readings Due</b>
8/25	Icebreaker – Introduction to the course Develop class expectations Service Learning Introduction Essay Assignments and TPEs Expectations for writing / writing sample	
9/1	Motivation Discussion Research Project Discussion IEP presentation	<b>Motivation Response Due</b> Motivation readings as assigned
9/8	Diversity Discussion Motivation Paper Peer Edit Discuss Research Topics	<b>Diversity Response Due</b> Diversity readings as assigned <b>Motivation <i>Draft</i> Due</b> <b>Select Research Topics</b>
9/15	Library Resources Presentation Assessment Discussion	<b>Motivation Paper Due</b> <b>Assessment Response Due</b> Assessment readings as assigned
9/22	History and Social Science Framework Intro Content Standard Groups	<b>TB/Live Scan, School Site Declaration &amp; Service Learning Agreement Due</b>
9/29	Content Standard Workgroups Content Standard Presentations	<b>Content Standard Assignment Due</b> <b>Research Paper Outline and Annotated Bibliography Due</b>
10/6	Classroom Management Discussion IEP workgroups Assessment Paper Peer Edit	<b>Classroom Mgmt Response Due</b> Classroom Management readings Bring copy of previous IEP, University Catalog, Schedule of Classes <b>Assessment Paper <i>Draft</i> Due</b>
10/13	Classroom Management Paper and IEP Peer Edits	<b>Assessment Paper Due</b> <b>Classroom Management <i>Draft</i> Due</b>
10/20	Conferences / Work Day	<b>Classroom Management Paper Due</b>
10/27	Discussion - <i>People Types and Tiger Stripes</i>	<b><i>Readings from People Types and Tiger Stripes Chapter 1 – 4</i></b> <b>IEP Due</b>
11/3	Personality Trait Theory / Learning Styles Guided Learning Activity Work Day	<b>Research Paper Due</b>
11/10	Guided Learning Activities	

11/17	Guided Learning Activities	<b>Personal Identity Paper Due Last day to turn in revised TPE essays</b>
11/24	NO CLASSS - THANKSGIVING	
12/1	Guided Learning Activities	
12/8	Guided Learning Activities / Wrap Up	
12/9		<b>Portfolio Due by 4 p.m.</b>

### **College of Education**

#### **Mission Statement: Preparing Leaders in Learning**

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

#### **Vision Statement: Enhancing Lifelong Learning**

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.