

California State University Stanislaus
School of Education – Department of Liberal Studies

Liberal Studies 3000

Fall, 2011

Wednesdays – 3:30 PM to 6:00 PM in C-238

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Course Information

Course Description:

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.

Prerequisites:

- Current TB test and Livescan fingerprinting (see Service Learning Assignment)
- Satisfactory completion of the Writing Proficiency Screening Test

Texts and Resources:

- Lawrence, G. *People Types and Tiger Stripes* 4th edition
- *Myers Briggs Personality Type Instrument Learning Profile Indicator*: Available in the KIVA bookstore. Go to the bookstore and inform them (at the counter) that you need this for LIBS 3000. You will need your student ID.
- *History/Social Studies Content Standards for the California Public Schools* Available online
- Articles as assigned via Blackboard or on reserve at library

Learning objectives:

Students will...

- Enhance writing abilities within the discipline to fulfill the writing proficiency requirement.
- Engage in an experiential learning opportunity that will foster self-exploration and awareness of the diverse environment of California schools.
- Enhance their communication skills through reading, writing, and group discussion.
- 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

Course Requirements:

To earn a grade of C or better, students must...

- Submit work on 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.
- Participate! 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.
- 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.
 - 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 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.
- Complete all assignments. Unless otherwise noted, all written assignments must be submitted via Blackboard as Microsoft Word attachment and are due Sundays before midnight on the indicated week.

Grading Scale

Task	Points Possible
Class attendance/participation	50

Personal Identity Paper	50
Motivation Paper	25
Classroom Management Paper	25
Assessment Paper	25
Diversity Research Paper	100
Guided learning activity	50
Content standards activity/presentation	50
Service Learning Completion and Reflection	100
Portfolio	75

Major Assignments

For full descriptions, please refer to the assignment description area in Blackboard.

- *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.
- *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.
- *Content Standards activity and group presentation*: Consider what coursework is required to gain the knowledge is essential for a teacher to help students achieve competence in the history and social science content standards. Complete the Content Standards Concepts/Course Content Chart (available on the LIBS website) aligning college classes and K-8 Math and Science Content Standards. Create a creative activity that aligns to the content standards and present to the class.

Tentative Course Schedule and Due Dates

Week	Task(s)
1	Introduction to the course (syllabus) Group exercise on major themes of course: motivation, assessment, classroom management, and diversity

	*Review readings on diversity **Student information paper due
2	Discussion of TPE's (motivation, assessment, classroom management) Discussion of readings on diversity *Review readings on assessment
3	Discussion of assessment readings Discussion of research paper (annotated bibliography and outline) ** TB/Live Scan, School Site Declaration & Service Learning Agreement Due
4	IEP presentation (Christy Gonzales) Explanation of Social Science content standard assignment Assessment paper in class edits **Assessment paper draft due IN-CLASS (for peer edits)
5	Social Science content standard workday **Assessment paper final draft due
6	Social Science content standard presentations *Review readings on motivation **Content Standard Assignment Due
7	Discuss readings on motivation **Research paper outline and annotated bibliography due
8	Cont. discussion on motivation Motivation paper in-class edits **Draft of motivation paper due IN-CLASS
9	Library resources discussion Class development of research paper rubric and assessment *Review readings on classroom management **Final draft of motivation paper due
10	Discussion of classroom management *Review reading "People Types and Tiger Stripes"
11	Discussion of "People types and Tiger Stripes" Motivation paper in-class edits **Draft of motivation paper due IN-CLASS **Research paper draft due
12	Personality trait theory / Learning styles (Dr. Davis) Guided learning activity work day **Classroom management paper due
13	Guided learning activity work day **Research paper due
14	Guided learning activities **IEP due
15	Portfolio requirements discussion Guided learning activities
16	Guided learning activities **Portfolio due

*The above schedule is tentative and the instructor reserves the right to change dates as necessary.