

## **LIBERAL STUDIES 3000: COMMUNITY AND DIVERSITY (WP)**

FALL SESSION 2013

SECTION 5

TUESDAY: 10:50am-1:30pm.

Classroom # A1014

INSTRUCTOR: Christy Gonzales

OFFICE: Stockton Acacia Bldg. A-1026

OFFICE HOURS: Tuesdays from 1:30-4:30

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### REQUIRED TEXTS, MATERIALS AND INSTRUMENTS:

- Lawrence, G. *People Types and Tiger Stripes* 4<sup>th</sup> edition, 2009
- California Teaching Performance Expectations Revision March 2013 at: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2013.pdf>
- *History/Social Science Content Standards for the California Public Schools* at: <http://www.cde.ca.gov/be/st/ss/>
- *California Common Core* at: <http://www.cde.ca.gov/be/st/ss/>
- *Myers Briggs Personality Type Instrument*: Available in the KIVA bookstore
- *Publication Manual of the American Psychological Association* 6th edition, 2009

### PREREQUISITES:

Liberal Studies major with junior standing

Current CSU, Stanislaus Livescan fingerprinting and TB test

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 and linguistic 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**

I expect that all work you submit will be your own. Your name on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study, and was produced without assistance. For example, when using another's ideas or words (as when you quote from an article or the textbook), you must acknowledge your source. You may not submit the same assignment/hours in more than one course. Any form of academic dishonesty will not be tolerated, and will result in a **course** grade of "F".

Assignments are due at the beginning of class on the date indicated on the schedule. All assignments must be turned in as a hardcopy; **no email submissions will be accepted.**

**Any late assignment work will be penalized a minimum of 20% (based upon point value of that assignment). Assignments more than a week late will not be GRADED or accepted, but still need to be submitted to pass the course. Late points cannot be made up through revision. All assignments must be completed in order to receive a passing grade in this course.**

### **Attendance and Participation**

Part of your semester grade will be based on your participation in class. Participation is not just talking. It is being prepared for class, careful listening, engagement in the subject, and completion of in-class work.

In order to participate, you must be here, so attendance is required. Continual lateness (or leaving early) will also lower your participation grade. I expect you to be on time and present for the entire class.

When you are in class, I expect your attention to be focused on the class. Therefore, all I-Pods, lap tops and cell phones will be turned off. Your participation grade will also be lowered for disruptive behavior: off task discussion, talking during presentations, etc.

### **The Writing Process**

The writing is a process, not an activity that has a clear-cut beginning and end. The writing you do in this course will, necessarily, have a final version, but you will have the option of revising your written work with the exception of your research assignment. I encourage you to seek out feedback on your writing from your peers and your instructor. At the student's request, I can arrange to have one individual conference late in the course to give you a chance to discuss specific aspects of your writing with me (this will give you a chance to get in-depth feedback on your research paper). Some revisions may be required for all students; I reserve the right to require other revisions as necessary.

When you turn in a revision, you must also turn in the earlier draft and the assessment sheet. Paperclip the drafts together; do not staple them all into a single packet. Revisions must address Development of Ideas and Organization issues - simply fixing typos is not enough. Revisions are due as noted on the schedule.

## MAJOR ASSIGNMENTS

For full descriptions of your assignments, please see the Assignment Description Packet, Service Learning Assignment Packet, and Research Project Description Packet.

**Reading Assignments:** Each class session will be built on readings you've done beforehand.

**Prep Sheets:** To facilitate in-class discussions, students will complete a prep sheet for each of the assigned readings. For each reading, include some reading notes on the content and a paragraph reaction to one idea in the reading. In other words, as you read, take prep notes on your reaction to the article or chapter. Do you agree with what the writer says? Do you have experiences that support or contradict the writer's argument? Do you have questions? Bring your notes to class; these will aid you in fully participating in the discussion (and, they may later help you generate ideas for your essay writing assignments). Approximate length: one double spaced page per chapter in Lawrence or assigned article. Prep sheets are to be completed prior to class but are to be used during class for reference and turned in to the instructor at the end of the period for grading. Please bring your texts and articles to class so that you have it to refer to. Continual failure to complete reading assignments will lower your participation grade.

**The Field Experience Portfolio:** Your portfolio will include all the assignments done throughout the semester, in addition to some portfolio-specific assignments. (*Assignment Description Packet*)

**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 presentation. (*Research Project Description Packet*)

**Field Experience/Service Learning:** During the semester, you will spend a total of 30 hours in a linguistically diverse classroom (K-8). (*Field Experience Description Packet*)

**Reflection Paper:** You will write a 4-6 page paper integrating what you have learned in class and what you have learned in the field experience. The emphasis for this assignment will be on your ability to demonstrate critical reflection about your field experience. (*Field Experience Description Packet*)

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

**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. (*Assignment Description Packet*)

**Campus Inventory Presentation:** Each student will research a support service available on campus and present their findings to the class. (*Assignment Description Packet*)

**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. (*Assignment Description Packet*)

## COURSE WEBSITE

I do not provide copies of assignments; if you need a copy of something, please go to the Liberal Studies website. Our course syllabus can be accessed at: [www.csustan.edu/LiberalStudies](http://www.csustan.edu/LiberalStudies)  
The website includes all assignment descriptions and printable copies of our course documents.

## GRADING SCALE

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

	<u>Class Points</u>	<u>Fieldwork Portfolio Points</u>
Attendance, class participation	100 points possible	
Assigned Reading Prep sheets (28 total)	85 points possible	
Personal Identity Paper		30 points possible
Diversity Research Paper	100 points possible	
Oral Presentation of Research	80 points possible	
Service learning/Fieldwork Experience/Reflection Essay		100 points possible
California Teacher Performance Expectations (TPE'S) 3 short essays @ 25 points a piece	75 points possible	
Annotated Bibliography	25 points possible	
Campus Inventory Presentation	25 points possible	
<u>Individual Education Plan (IEP)</u>	25 points possible	
	515 Class points	130 Portfolio points

**645 Total Points Possible, Grades are distributed base upon the following point scale:**

**A= 580-645    B= 516-579    C=451-515    D=387-450**

## COURSE READINGS

The readings and assignments listed here are to be completed by the date indicated. Many of the course readings are articles from education journals. To avoid adding cost to purchasing text books, all readings are found from the Library Database. To access them:

- All articles are available in binders on reserve in the library (there are two identical binders). Please make a copy of what you need and return the binder intact; other students also need access to these readings.
- You can retrieve full-text copies of these articles from the library database, by following the instructions in your syllabus. (note: note all articles are available from ERIC)
- This schedule is not set in stone; any changes/ additions/ deletions will be announced in class.

**Listed readings are in order by topic. Reference the schedule of readings & due dates.**

### Motivation

Anne Wescott Dodd,	<i>ERIC database:</i>
Engaging Students: What I Learned Along the Way	EJ511728
David W. Johnson & Roger T. Johnson,	<i>ERIC database:</i>
What Makes Cooperative Learning Work	EJ437841
Jay McTighe, Elliott Seif & Grant Wiggins,	<i>ERIC database:</i>
You <i>Can</i> Teach for Meaning	EJ71675
Richard Strong, Harvey Silver & Amy Robinson,	<i>ERIC database:</i>
What Do Students Want (and what really motivates them)?	EJ511713

### Assessment

Paul E. Barton,	<i>Education Full Text</i>
National Education Standards: To Be or Not to Be?	<i>Database***</i>
Thomas R. Guskey,	<i>ERIC database:</i>
Making the Grade: What Benefits Students?	EJ527450
Fernando Naiditch,	<i>Academic Search</i>
Cross the Street to a New World	<i>Premiere: 86025463*</i>
Rich Stiggins,	<i>ERIC database:</i>
Assessment Through the Student's Eyes	EJ766424

### Classroom Management

Stan Davis & Charisse Nixon, What Students Say About Bullying	<i>ERIC database:</i> EJ963515
Beth Lindsay Templeton, “Why is that Child So Rude?”	<i>Academic Search Premiere: 87529523*</i>
M. Mark Wasicsko & Steven M. Ross, How to Create Discipline Problems	<i>JSTOR Database**</i>
Richard Weissbourd & Stephanie Jones, Joining Hands Against Bullying	<i>ERIC database:</i> EJ1002449

### Diversity

Margaret Finders & Cynthia Lewis, Why Some Parents Don't Come to School	<i>ERIC database:</i> EJ508268
Lowell W. Monke, The Overdominance of Computers	<i>Education Full Text database***</i>
Ruby Payne, Nine Powerful Practices	<i>ERIC database:</i> EJ790584
Stephanie Smith, Would You Step Through My Door?	<i>Academic Search Premiere: 87529524*</i>

\*From the library database list, go to the Academic Search Premiere database. Search for the article using the given Accession Number.

\*\*From the library database list, go to the JSTOR database. Search for the article by title or author's name.

\*\*\*From the library database list, go to the Educational Full Text database. Search for the article by title or author's name.

### SCHEDULE OF READINGS, ASSIGNMENTS, DUE DATES

<u>DATE</u>	<u>TOPICS</u>	<u>READINGS/ ASSIGNMENTS DUE</u>
TUESDAY August 27	Introduction to class Overview of assignments Perception of self as a teacher	<b>Bring</b> proof of clearances (Livescan, TB) and completed site placement. Collect learning contracts and questionnaires
TUESDAY September 3	Motivation Learning styles Personality types	<b>Bring</b> uncompleted Myers-Briggs Inventory Lawrence, Ch. 1 & 2 A. W. Dodd—ERIC database: EJ511728 D. Johnson & R. Johnson—ERIC database: EJ437841 Work on research topics. <b>4 (PS) due</b>
TUESDAY September 10	Motivation Learning/working styles <b>Bring dictionary to class</b> Temperament & teaching Bring APA Manual to class Writing workshop	<b>Research topics are due</b> Lawrence, Ch. 3 & 4 APA Manual (172-174 quotes, 193-215 references) McTighe, Seif & Wiggins—ERIC database: EJ716751 Strong, Silver & Robinson—ERIC database: EJ511713 Choose Campus Inventory Topics <b>4 (PS) due</b>
TUESDAY September 17	<b>Campus Inventory Presentations</b>	<b>Motivation essay due</b> <b>Research topic descriptions are due (2 copies)</b> Lawrence, Ch. 5 & 6, 8 & 9 <b>4 (PS) due</b> APA Manual (215-231, skim rest of chapter) Completed Service Learning Agreement (2 copies)

<u>DATE</u>	<u>TOPICS</u>	<u>READINGS/ ASSIGNMENTS DUE</u>
TUESDAY September 24	Classroom Assessment Education of Kebedetch	P. Barton—Education Full Text database *** T. Guskey—ERIC database: EJ527450 Lawrence, Ch. 10 (181-199 <i>these pages only</i> ) <b>3 (PS) due</b>
TUESDAY October 1	Classroom Assessment <i>History/Social Science Content Standards</i> SS Text and Test Review Common Core Review	<b>Personal Identity paper due</b> F. Naiditch—Academic Search Premiere: 86025463* R. Stiggins—ERIC database: EJ66424 Choose any 4 grade levels from <i>History/Social Science Content Standard</i> and review <b>4 (PS) due</b>
TUESDAY October 15	Classroom Management Conflict strategies IEP Review	<b>Annotated Bibliography on research is due</b> Wasicsko & Ross—JSTOR database** S. Davis & C. Nixon—ERIC database: EJ963515 Jane Elliott BRN/BLU Eyes Article (Handout) <b>3 (PS) due</b>
TUESDAY October 22	Classroom Management Brown Eyes Blue Eyes TPE review	<b>Assessment essay due</b> <b>IEP due</b> B. Templeton—Academic Search Premire: 87529523* Weissbourd & Jones—ERIC database: EJ002449 <b>2 (PS) due</b>
TUESDAY October 29	Diversity: Language Video: American Tongues Diversity: culture, ethnicity at risk students, disabilities, and gender	<b>Management essay due</b> Finders & Lewis—ERIC database: EJ508268 R. Payne—ERIC database: EJ790584 S. Smith—Academic Search Premiere: 87529524* L. Monke— Education Full Text database*** <b>4 (PS) due</b>
TUESDAY November 5	<b>BEGIN PRESENTATIONS</b>	<b>Research papers due</b>
TUESDAY November 12	<b>PRESENTATIONS</b>	<b>Due: Motivation &amp; Assessment essay originals and other revisions.</b>
TUESDAY November 19	<b>PRESENTATIONS</b>	<b>Due: Management essay original and revision.</b>
TUESDAY November 26	<b>Thanksgiving Day Holiday —NO CLASS—</b>	<b>Work on your portfolios and your presentations during this week.</b>
TUESDAY December 3	<b>PRESENTATIONS</b>	<b>Portfolios are due in the Liberal Studies office by 2pm).</b>
TUESDAY December 10	<b>PRESENTATIONS</b>	