

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

Liberal Studies 3000

Spring, 2013

Tuesdays and Thursdays – 2PM to 3:15PM in N-104

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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.

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.

Prerequisites

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

Texts and Resources:

- *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.
- Following university guidelines, for a 3 unit course, you are expected to have 6 hours of work outside of class per week. The 4th unit of this course is devoted to your 30 hours of field experience, both the hours in the classroom and time to complete the related assignments.

Major Assignments

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

- *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.
- *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 an creative activity that aligns to the content standards and present to the class.

TASK BREAKDOWN

Task	Points Possible
Motivation Paper	20
Classroom Management Paper	20
Assessment Paper	20
Content standards activity/presentation	20
Guided learning activity	20
Diversity research paper	50
Total	150

****See Blackboard for the Tentative Course Schedule and Due Dates****