LIBERAL STUDIES 3000: COMMUNITY AND DIVERSITY (WP)
SPRING 2006

SECTION 2:
MWF 10:10-11:08
C202

SECTION 3:
MWF 12:20-1:18
C202

INSTRUCTOR: Professor Cathlin Davis
OFFICE: Classroom Building, 126b
OFFICE HOURS: Monday 2:30-3:30 and by appointment

CONTACTING ME:
EMAIL: cmdavis@csustan.edu
OFFICE PHONE: (209) 664-6683

REQUIRED TEXTS:
Lawrence, G. People Types and Tiger Stripes 3rd edition, 1996
History/Social Science Content Standards for the California Public Schools
Myers Briggs Personality Type Instrument
Learning Profile Indicator

PREREQUISITES:
Liberal Studies major
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 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.
COURSE REQUIREMENTS

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. When you use 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 in more than one course without written permission. Any form of academic dishonesty will not be tolerated, and will mean an immediate F on the assignment, and possibly for the course.

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

Points will be deducted for late work as follows: if discussed with me before the day the assignment is due: -2 points; if discussed before class on the due date: -4; turned in the next class with no explanation: -5. Assignments more than a week late will not be accepted. These points are doubled for the research paper; tripled for the portfolio. Late points cannot be made up through revision.

All assignments must be completed in order to receive a passing grade in the 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. You are allowed one hour of absence without penalty. Each hour of absence after that will lower your semester grade. Missing more than 9 hours of class will result in a failing grade.

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 pagers and cellphones will be turned off. Your participation grade will also be lowered for disruptive behavior: off task discussion, talking or shuffling papers during presentations, etc..

The Writing Process

I believe that 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 all written work with the exception of some portfolio assignments. I encourage you to seek out feedback on your writing. We will 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).

When you turn in a revision, you must also turn in the earlier draft and the assessment sheet. 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, please see the Assignment Description Packet, Service Learning Assignment, and Research Project Description, as noted below.

Reading Assignments: Each class session will be built on readings you’ve done beforehand. As you read, take 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 writing assignments). Please bring your book to class so that you have it to refer to. Continual failure to complete reading assignments will lower your participation grade.

The 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 a oral presentation. (Research Project Description)

Service Learning: During the semester, you will spend a total of 30 hours in a linguistically diverse classroom (K-8). (Service Learning Assignment)

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. (specifics will be distributed in class)

COURSE WEBSITE

I do not provide additional copies of assignments; if you need a copy of something, please go to the website. Our course website can be accessed at: www.csustan.edu/liberalstudies (follow the links for current students, faculty, my name, then click on LIBS 3000). The website includes all assignment descriptions, and print-friendly copies of several course documents.
GRADING SCALE

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

Included in Portfolio grade:
- Personal Identity Paper: 50 points
- Service Learning Project: 100 points
- Research Paper: 100 points
- Essays (25 points each): 75 points
- Other (IEP, etc.): 70 points

Not included in Portfolio grade:
- Class Attendance and Participation: 100 points
- Oral Presentation of Research: 50 points
- Annotated Bibliography: 50 points
- Campus Inventory Presentation: 25 points

**total points possible: 620**

Approximate grade division by points (I reserve the right to determine the boundaries for minus and plus grades- the low number for each grade is a guaranteed minus grade. For example, a person who earns 496 points in the semester may receive a B- or a B, but not a C+):

- 558-620 = A
- 434-495 = C
- 496-557 = B
- 372-433 = D

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.
The readings and assignments listed here are to be completed by the date indicated. Readings with page numbers preceded by "K" are found in Kaleidoscope. This schedule is not set in stone; any changes/additions/deletions will be announced in class.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/ ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>WEDNESDAY FEBRUARY 15</td>
<td>Introduction to class overview of major assignments</td>
<td>Bring questionnaire Ness (K 42-44) Darling-Hammond (K352-364)</td>
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<tr>
<td>FRIDAY FEBRUARY 17</td>
<td>Motivation</td>
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<td>MONDAY FEBRUARY 20</td>
<td>Perception of self</td>
<td>Bring proof of clearances (Livescan, TB) Letter of application due Bring uncompleted Myers-Briggs Inventory and Learning Profile Indicator</td>
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<tr>
<td>WEDNESDAY FEBRUARY 22</td>
<td>Personality type</td>
<td>bring completed Learning Profile Indicator Lawrence, Ch 1 (1-22, 26-27)</td>
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<td>FRIDAY FEBRUARY 24</td>
<td>personality type learning/working styles</td>
<td>Lawrence, Ch 2-3 (33-70)</td>
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<td>MONDAY FEBRUARY 27</td>
<td>learning styles and motivation</td>
<td>site placement due Dodd (K 217-219) Johnson and Johnson (K 243-251)</td>
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<tr>
<td>WEDNESDAY MARCH 1</td>
<td>learning styles: stereotypes</td>
<td>Lawrence, ch 4-6 (71-104)</td>
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<td>FRIDAY MARCH 3</td>
<td>learning styles: dominant type</td>
<td>Lawrence, ch 8 (111-129)</td>
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<td>MONDAY MARCH 6</td>
<td>Campus Inventory Presentations</td>
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<td>WEDNESDAY MARCH 8</td>
<td>Campus Inventory Presentations</td>
<td>Personal Identity paper due</td>
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<tr>
<td>FRIDAY MARCH 10</td>
<td>Motivation Quoting and paraphrasing</td>
<td>Bring draft of Motivation essay APA Manual (82-85, 117-122, 207-214)</td>
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<td>MONDAY MARCH 13</td>
<td>Meet in library Research methods, library tour</td>
<td>Research topic description due Motivation essay due Using Databases (handout)</td>
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<tr>
<td>WEDNESDAY MARCH 15</td>
<td>meet in library finding sources, using APA</td>
<td>APA Manual (215-231, skim rest of chapter) bring topic description, tape flags</td>
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<td>FRIDAY MARCH 17</td>
<td>meet in library research</td>
<td>quiz on APA citation style bring topic description</td>
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<td>Date</td>
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<td>Assignments/Readings</td>
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<td>MONDAY</td>
<td>Classroom Assessment</td>
<td>Database worksheet due&lt;br&gt;Guskey (K 235-240)&lt;br&gt;Stiggins (K 258-266)</td>
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<td>MARCH 20</td>
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<td>Date</td>
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<td>MONDAY MAY 8</td>
<td>presentations</td>
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<td>WEDNESDAY MAY 10</td>
<td>presentations</td>
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<td>FRIDAY MAY 12</td>
<td>presentations (<em>section2 only</em>) \nSection 3 no class: Warrior Day</td>
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<tr>
<td>MONDAY MAY 15</td>
<td>presentations</td>
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<td>Portfolio(with paper revision) due in Liberal Studies office by 5 pm</td>
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<td>WEDNESDAY MAY 17</td>
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<td>FRIDAY MAY 19</td>
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<td>MONDAY MAY 22</td>
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<td>WEDNESDAY MAY 31</td>
<td>presentations</td>
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<td>Video: <em>Teach final discussion</em> \nNote: this is the time reserved for our final exam. \nSECTION 2: 10:30 – 12:30 \nSECTION 3: 12:50-2:50</td>
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