We are judged by what we finish, not by what we start. - Anonymous
If we wait for the moment when everything, absolutely everything is ready, we shall never begin - Ivan Turgenev

**Liberal Studies 3000: Community and Diversity (4 units)**
Spring 2006, CRN 20931
Tuesday 6:00 – 9:00 PM
Stockton, Weber 1065

Instructor: Linda Trinh Pham, Ph.D.

Office: Date and Time: Tuesday 5:00 – 6:00 PM
Room: Acacia 1026

Contacts: Email (best way to reach me): lindatrinhpham@yahoo.com
LIBS Department: (209) 667-3749
Stockton office: (209) 467-5343
Home: (209) 468-6361

**Prerequisites:**
Liberal Studies Major
Current TB test and Livescan fingerprinting (see Service Learning Assignment)
*Satisfactory completion of the Writing Proficiency Screening Test

**Required Texts:** (available at the university bookstore and online). Some articles are available on reserve at the university library. You would need to make copies there.


Important note: California History-Social Science content Standards will not available in the KIVA bookstore until March 2006. However, copies may be downloaded from the internet at: http://www.cde.ca.gov/be/st/ss/ or for a fee of $9 (+ s/h and sales tax), available at: CDE Press, Sales Office, California Department of Education, P.O. Box 270, Sacramento, CA 95812-0271, Fax (916) 323-0823
Course Description:

Hi! And welcome to class! By enrolling in LIBS 3000, chances are you are seriously thinking about becoming a K-12 teacher. This course invites you to critically examine how awareness of racial, gender, and multicultural issues is one of the most important elements of being a successful educator, falling only second to reflective and reflexive introspection. Through critical reading, writing, and discussion, we will examine how our cultural lens influence the ways we see ourselves and other people, inevitably disseminating through our teachings.

Course Objectives:

1. For you to learn techniques promoting student engagement in culturally diverse classrooms.
2. Develop your writing abilities as well as develop other communication mediums such as oral communication, teamwork collaboration, technological skills, and critical thinking analysis.
3. Provide you the opportunities to explore your own cultural lens as well as acquire knowledge about the different cultures that make up California K-12 schools.

Through these experiences, you will:

1. Examine your own learning and teaching styles while learning the styles of others.
2. Develop your research and presentation skills by utilizing a variety of sources on campus and through field experience.
3. Engage in active listening and critical discussions about important educational and cultural theories.

Course Requirements:

Academic integrity

I don’t have to tell you that you shouldn’t cheat, but I do have to tell you that any form of academic dishonesty will not be tolerated and will result in a course grade of “F” as well as other compulsory actions mandated to the California Code of Regulations (see Appendix F, pg. 360 of 2005 – 2006 school catalog). Academic dishonesty includes plagiarism. Any fact, any quote, any thought that is not your own (or someone else thought of it first) must be referenced in written text, reference list, as well as oral communication.

All assignments are due on the date given in the course schedule (at the end of this syllabus). Late assignments will not be accepted unless there was some sort of previous agreement between us (instructor and student).

Attendance and active participation

Once you make the commitment to take this course, I expect for you to fully participate, and in order to fully participate, you must be in class. Not coming to class without a good reason (and we could negotiate on what’s considered “good”) is not only disrespectful to me as your instructor, but disrespectful to your peers as well. Your peers rely on your comments, ideas, and suggestions to supplement their education. It is difficult to engage in an ongoing discussion when students are not consistently in class. The worst disrespect is to your own education.
Although I do not grade on attendance, I seriously take participation into account when calculating a student’s final grade. Attendance is required! I also expect for you to come to class with completed assignments (including readings) and ready with any questions or comments you have relating to the assignments.

An openness and willingness to develop written and oral communication skills

We will be using a variety of communicative modes such as frequent writing (free-flowing and final essay-format), oral communication such as class debates and formal presentations, and the use of technology. Creativity in this class is a plus!

Course Assignments Listed with Point System:

<table>
<thead>
<tr>
<th>Course Assignment</th>
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<tr>
<td>1. Readings and Annotations (plus assigned questions)</td>
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<td>2. LIBS 3000 Introduction and Personal Inventory</td>
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<td>3. Personal Identity Collage and Autobiographical 5 - 6 page Paper (Myer-Briggs &amp; True Colors Inventories)</td>
<td>50</td>
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<td>4. Reflections of MAM (Motivation, Assessment, Management) 2 – 3 page Essays (California Teacher Performance Expectations - TPE)</td>
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<td>5. Letter of Application Rough Draft</td>
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<td>Letter of Application Final Draft</td>
<td>10</td>
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<td>6. Campus Scavenger Hunt</td>
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<td>7. APA Practice Worksheet</td>
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<td>8. Lesson Plan and Short Essay (2 –3 pages) on History and Social Sciences Content Standards (to be completed in LIBS 3000)</td>
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<td>(Should have been completed in previous LIBS class)</td>
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<td>11. Individual Educational Plan – turn in 2 copies</td>
<td>10</td>
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<tr>
<td>12. Service Learning Project and 4 – 6 page Paper (Review and Reflection of Field Experiences)</td>
<td>100</td>
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<td>13. Human Diversity Project on Moviemaker</td>
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<td>8 – 10 page Research Paper</td>
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14. Fully Completed Portfolio
On time and complete
Includes: Professional appearance, Title Page, Table of Contents
Introduction, Summary

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<td>Portfolio</td>
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A  495 and above
B  440 – 494
C  385 – 439
D  330 – 384
F  329 and below

Always refer to the course schedule given at the end of the syllabus for due dates as I may not remember to remind you in class. Detailed explanations of course assignments are below…

**Course Assignments Listed in Detail:**

**READING AND ANNOTATIONS**
You are expected to read the assignments listed in the course schedule and come to class prepared to discuss the readings. For the Kaleidoscope essays, answer the questions at the end of each essay in lieu of annotations. These must be typed. For readings other than in Kaleidoscope, a typed annotation is required. Annotations are basically brief summaries of the readings. They are usually 1 – 3 paragraphs long and include your own analysis of what you’ve read. This way, whenever you need to refer back to what you’ve read, all you have to do is read your brief summary rather than read the entire essay again. Your answers and annotations will help in writing another assignment, Reflections of MAM.

**PERSONAL IDENTITY COLLAGE and AUTOBIOGRAPHICAL PAPER (5-6 Pages)**
Taking from what you’ve learned from the Myer-Briggs and True Colors Inventories, you will have the opportunity to create a collage illustrating your personal identity as a teacher (and life-time learner). You may choose to do your collage in any format (hard or softcopy), shape, form, or fashion and may include anything you feel represents your individuality, personality, learning styles, goals, and skills. It just needs to represent who you are as an educator or learner.

In addition to the collage, you will be given 5 minutes to present your creation in front of the class ☺. Furthermore, a 5 – 6 page paper must accompany the collage on the given due date indicated on the course schedule. This paper should act as an autobiography focusing on your current and potential strengths in the elementary classroom. The paper must comply with APA format standards (typed, double-spaced, etc.) and will be included in your portfolio in the “Personal Identity Development as a Teacher” section.

**REFLECTIONS OF MAM**
As reflected on your course schedule, you will write 2 – 3 page essays for 3 of the 4 themes of the California Teacher Performance Expectations: Motivation, Assessment, and
Management. These essays will be included in your portfolio. A breakdown of each theme to readings are listed below:

Motivation: Ness, Strong et al., Dodd, Darling-Hammond  
Assessment: Thompson, Guskey, Stiggins, Tomlinson  
Management: Woods, Wasicsko & Ross, Strike, McDaniel

The other required essays fall in the Diversity theme but do not require a 2 – 3 page essay. Instead you will be required to write a Human Diversity research paper incorporating the readings. (See section on Human Diversity Moviemaker Project and 8-10 page paper.)

Your essays must follow APA format and reflect a critical analysis of the subject through readings and discussions. Each of the themes above entails a multitude of issues. Your essay can focus on one aspect (ex. one aspect of Motivation) or a few aspects. Just make sure you provide analysis and not just a simple summary. Be sure to cite all references.

**LETTER OF APPLICATION**

When you apply to a credential or graduate program, a typical requirement is a letter of application. This letter is the first thing your reviewers will see and is your first chance to present yourself.

This course assignment requires you to write a letter of application to a credential program. Choose and research a credential program you would be interested in joining. Take the time to research the program’s goals and missions as well as what they seek in an applicant. The Internet and university catalog are excellent resources to find out more about your program of choice.

Your goal in this letter is to show who you are as a potential teacher. Focus on your qualifications and anything that you think would make you stand out among hundreds of other applicants. However, remember to be professional: no fancy-schmancy fonts or colored paper.

The entire letter should be 12-point font, no more than a single page with an approximate 1” margin on the right and left sides, and 1.5 margins on top and bottom. Check out sample letters in reference books or the Internet. Though you may mention a resume, transcripts, or other pertinent materials in your letter, it is not necessary to turn them in to me.

Sample Letter of Application

Write your full name, mailing address and email address. You may create a letterhead if you wish (this is your only chance to use color, but don’t overdo it as there are some programs who would not appreciate it).

Program Director’s Name (Important: find this out!)  
Title  
Name of School Program  
Their Address  
Date

Dear Dr. Smith:
1st paragraph: Tell why you are writing: “I am writing to apply to…”; Specifically name the position, field, or educational program for which you are applying; Tell how you heard of the program or opening. State basic qualifications: major, when you’re graduating, etc. Keep it short and simple.

2nd paragraph: Make yourself an individual. Mention 1 – 2 qualifications you think would be of greatest interest to the selection committee and add some detail (ex. do you speak other languages? What experiences have you had that made you want to be a teacher? Be specific but don’t ramble. Avoid empty phrases such as “I want to make a difference” – show these attributes through your experiences; Tell why you are particularly interested in this program (this is where good researching of the program counts), location, or type of education experience; To relate to the person reading, be sure to indicate any experiences, educational background, or specialized training related to the program.

3rd paragraph: Refer reader to the enclosed resume or CV (if you are enclosing one) or where your transcripts, credentials, or references may be obtained; Make a last positive statement about your skills and abilities.

4th paragraph: Close by making a specific request for an interview; Give an approximate time period in which you will re-contact the school program to further discuss interview opportunities.

Sincerely,
(Signature)
Type your name

CAMPUS SCAVENGER HUNT
To help you get to know your university resources, you will team up with a partner or 2 and go on a Scavenger Hunt. Detailed instructions and hand out will be passed out later in the semester.

APA WORKSHEET
We will go over some simple guidelines on how to use the APA format in class. This worksheet will help you practice how to create a title page, cite in the body of text, list out references, etc. The worksheet will be passed out on the date given in the course schedule.

LESSON PLAN and SHORT ESSAY on HISTORY-SOCIAL SCIENCE CONTENT STANDARDS
In our exploration of the History/Social Science Content Standards for CA teachers, you will break up into teams of 4 – 5 and develop a lesson plan to be presented on the date given in the course schedule. Requirements for the presentation will be discussed in detail at a later time. You will also write a short essay, about 2 – 3 pages long in addendum to the lesson plan. This essay will be included in your portfolio.

SERVICE LEARNING PROJECT and PAPER (4-6 pages)
Please refer to the Service Learning section for complete details (on next page).
INDIVIDUAL EDUCATION PLAN (IEP)

Each student will complete an Individual Education Plan (IEP) consisting of a listing of all your courses already completed, possible options for courses needed, and all of your course selections through graduation, including your concentration. The IEP is meant to provide you with an educational road map and will be used to facilitate advising as you move toward your degree and career in teaching. It is also a way of showing your educational objectives in the portfolio. Because the IEP will be included in the portfolio, it must be typed; a filled-in checklist in not acceptable. You will need to turn in 2 copies for your portfolio (one copy belongs in the front pocket of your portfolio which goes on file in the Liberal Studies office. The other copy belongs in the “Personal Identity Development as a Teacher” section of the portfolio. Be sure to make a third copy for yourself.

The IEP is unique to you and may not include the same courses as other students in your major. And don’t worry, the IEP is flexible – the information you provide for future courses may be changed from one semester to the next but try to be as detailed as possible. A detailed IEP will make your educational objectives more concrete! (See sample IEP on next page)

Your IEP needs to include:

1. Name
2. Social Security Number
3. Degree Program
4. Subject Matter Areas within Liberal Studies Program
5. Concentration (*all classes needed)
6. Units and totals:
   (1) Lower Division
   (2) Upper Division
   (3) Units Earned AND when you completed the units
   (4) Units Projected to complete AND when you expect to complete these units
   (5) Total Units Completed
7. Grades received for courses

Format of IEP and Helpful Hints:

1. Similar to your program checklist
2. By semester or year
3. Include subject matter requirements
4. Use an excel worksheet (calculates totals for you)
5. A completed checklist DOES NOT count as an IEP
6. Use your resources: checklists, course catalog, transcripts, advisors
7. Include the current date whenever you update your IEP. Multiple copies without dates could drive you bananas!
HUMAN DIVERSITY PROJECT and RESEARCH PAPER (8-10 pages)

Incorporating what you learned in your field experience, this 8 – 10 page paper will give you the opportunity to reflect on the human diversity condition (see Moviemaker section below). It needs to follow the research guidelines asserted by the APA manual and must include these subheadings:

Statement of Problem (approximately 1 page) – What is the issue or problem you would like to research? Why or how is it a problem?

Statement of Purpose (approximately .5 page) – What is the purpose of your research? Why are you doing it?

Significance and Contributions of Study (approximately 1 page) – How will your research contribute to the body of knowledge in this area? What is the significance of your research to the body of knowledge or the issue/problem at hand?

Research Questions (approximately .5 page) – What are your research questions?

Theoretical Framework (approximately 1 page) – Every research is built on a theoretical framework. What theories would you like to examine in doing this research?

Literature Review (approximately 1.5 pages) – Provide a brief review of the current literature on your topic.

Methodology (approximately 1 page) – How did you collect your data? How did you analyze it? What other methods did you incorporate in doing your research?

Findings (approximately 2 pages) – What did you find? What analysis can you assert from your findings?

Conclusion (approximately 1 page) – Debrief your research. What have we learned and what are the possibilities for the topic at hand and future research in this area?

References (approximately .5 page) – Don’t forget to cite and include your references following the APA format

We will go over how to write these sections on the “How to Conduct Research” day of the course schedule. Please remember… you MUST follow APA guidelines (including the title page and reference page). Please refer to your APA Manual as a resource. A word about references, at the very most, only ONE reference may be web-based. You will need to include a total of at least 10 references.

In supplement to writing a research paper, this project will help you gain experience presenting in a technological format. We will be using Moviemaker to narrate stories of “Human Diversity.” (Please refer to the course schedule as to when I will go over how to use Moviemaker.) Both your paper and movie must include a historical section and they both must be about a disenfranchised group, community, or student population. You may choose to
create/write something on an ethnic or cultural group you are already familiar with or choose to create/write about a group you are unfamiliar with. However, whichever you choose, your creation/research paper must include a historical section.

(Example for choosing a topic):
For example, if the purpose of my research is to examine how Vietnamese third graders of limited English proficiencies negotiate their understandings of the class curriculum, I may choose to include the historical experiences of how Vietnamese came to the U.S. in the first place, and their acculturation patterns in schools and communities. I may choose to “interview” or get to know some of the Vietnamese third graders in my observation site and be able to get a glimpse of their family histories. I would then go research Vietnamese immigration patterns (i.e. those who left during the Fall of Saigon in 1975, those who were allowed to immigrate through the U.S. government, those who escaped by boat also known as the “boat people,” and later arrivals who may already have family here to offer some sort of emotional or monetary support.) I may find that there are little Vietnamese living in the Central Valley, specifically Stockton, so there is less support found in Stockton in comparison to San Jose or Orange County. I may find that one of the student’s families is renting a room in a house with 3 other families and have little opportunities to practice English other than in school. I may find that although school is the sole provider of English, the other students are intolerant of English language learners (or supportive, hopefully). I may find that the Vietnamese students use other modes of communication to express their ideas such as through drawings or translation via other students (I will find these through my ethnographic field notes). Taking from what I know of my research, I may create a “movie” by first starting off with pictures of the Vietnamese being lift off by helicopter, Vietnamese floating off shore in boats, Vietnamese in various refugee camps, Vietnamese celebrating holidays or special events in their communities, and Vietnamese in schools. I may include pictures of how there are some Vietnamese who graduate at the top of their class, and many others who fall victims to becoming members of the deadliest gangs in the U.S. Who is this student I am looking at… where is he going?

*Important Note: You would have to acquire consent to include a site or child in any format. This includes quotes you may take from a site, teacher, or child, pictures, or audio form. We will talk about this later in class.
LIBERAL STUDIES PROGRAM PORTFOLIO ASSIGNMENT

The Liberal Studies Department requires all majors to develop personal portfolios during their subject matter preparation program. Completed portfolios are submitted in the first week of LIBS 4960: Senior Seminar summative assessment course. The portfolio project begins in LIBS 1000, or the equivalent. Each portfolio should include representations of subject matter competency, field experiences, personal growth, individual skills, significant learning experiences, and personal goals, as they relate to specific areas of elementary education. It is a chance for you to show who you are and where you are on your journey towards becoming a teacher. Although there are particular assignments for grading, your portfolio will eventually be as special and individual as you are. And just like you, it is a work in progress. For those who have taken other Liberal Studies courses in this department, the work you do for this class will build on work you’ve done in previous classes. Furthermore, the work you do in this class will prepare you for future courses such as LIBS 4960.

You must purchase a 3-ring binder with a clear plastic front (let me know if you need help with this). The outside of the binder should include a title page that includes your name, course title, and semester year. Include your name on the spine of the binder as well. Any sort of relevant graphics (computer or manual) on the outside title page is accepted and encouraged.

Each portfolio should be professional in appearance and content. The following items must be included in each portfolio. Pay attention to the bold items – they are required in LIBS 3000: [Course assignment noted.]

Title page [LIBS 1000, 2000, 3000, 4960] (Should be the first page of the portfolio and include the title of the portfolio [picked by student], student’s name, and school affiliation.

Introduction to the Portfolio [LIBS 1000, 2000, 3000, 4960] (see below for instructions)

Table of contents [LIBS 1000, 2000, 3000, 4960] (Should be color-coded or listed as specific as possible so reader can easily access particular sections.)

Tab 1: Personal Identity as a Teacher

1) Personal Identity Development Autobiography
   Personal identity development paper focusing on your current and potential strengths in the elementary classroom [LIBS 3000]
   (2) Developing as a Professional Educator [LIBS 4960]
   Personal Liberal Studies Individual Education Plan (IEP) including all LIBS major and concentration courses. Need 2 copies. [LIBS 1000, 2000, 3000]
   (3) Letter of Application [LIBS 3000]
   (4) Personal Vita [LIBS 4960]

Tab 2: Content Standards for California Public Schools

1) History and Social Science [LIBS 3000]
2) Language Arts [LIBS 1000]
3) Mathematics [LIBS 2000]
4) Sciences [LIBS 2000]
5) Visual and Performing Arts [LIBS 1000]
*Note: Although only History and Social Science content standards will be directly addressed in LIBS 3000 class, the other 4 areas will be “checked off” in LIBS 3000.

Tab 3: Subject Matter Competency, “indicators of competence” required in all of the following subject matter areas: (Students include summaries of learning in each area with complete artifacts.) [LIBS 4960]
   (1) Language and Literature
   (2) History and Social Science
   (3) Mathematics
   (4) Science – Physical, Life, and Earth
   (5) Visual and Performing Arts – Arts, Music, Theater, and Dance
   (6) Physical Education, Human Development, and Health

Tab 4: Field Experience (Review and reflection of field experiences in elementary classroom)
   (1) Service Learning Agreement Contract [LIBS 3000]
   (2) Tutoring/Observation logs and Observation Notes (Ethnographic Field Notes with signed verification) [LIBS 1000, 2000, 3000]
   (3) Tutoring/Observation Evaluations (Performance Appraisal) [LIBS 1000, 200, 3000]
   (4) Reflection on Field Experiences [LIBS 1000, 2000, 3000]

Tab 5: Diversity (Moviemaker Project and Research Paper) [LIBS 3000]

Tab 6: Technology [LIBS 4960]

Tab 7: Integrated Learning (Samples of assignments and activities that connect subject matter areas) [LIBS 1000, 4960]

Tab 8: California Teaching Performance Expectations (TPE’s) [LIBS 3000]
   (1) Diversity (see Tab 5 above)
   (2) Assessment Essay
   (3) Motivation Essay
   (4) Management Essay

Tab 9: Summary of main ideas [LIBS 1000, 2000, 3000, 4960]

Your portfolio is due on the date indicated on the course schedule and can be picked up at the LIBS office in C – 125 on the date stated in class (must be picked up by the first week of the next term).

Introduction of the Portfolio
   An introduction should be no more than one page. It is a small description of the specific idea or concept, strategy, and organization of the portfolio. Because the introduction is clearly identified as its position in the portfolio, it is not labeled (it is not necessary to write “introduction” as the title for the introduction page.
Things to consider before writing the introduction:

1. Why is the portfolio important?
2. How does the structure of the portfolio relate to the teaching profession?
3. What do you want the reader to “get” from the portfolio and how does your work in the portfolio relate to what you learned over your educational career?
4. What kinds of knowledge did you gain and how do you know?
5. Understand that the introduction should change with each LIBS course.

A good introduction answers these questions in a paragraph or two, previews the contents and the data of your portfolio and gives the reader a firm sense of what was done and why.

Summary of the Portfolio

A summary is a brief, comprehensive discussion of the contents of the portfolio; it allows the readers to survey the contents or main points of a portfolio quickly and succinctly. A summary is not a list. Include in the summary only the four or five most important concepts, findings, or implications.

*Note: These Portfolio guidelines were given by the LIBS department, revised 10/2005.
Course References:


*Note: The instructor reserves the right to make changes on this syllabus as relevant throughout the semester.