

Term Information

Effective Term Spring 2015
[Previous Value](#) [Summer 2013](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add General Education Designation

What is the rationale for the proposed change(s)?

This course's focus on diversity in the schools is well suited to be a GE in Social Diversity in the US.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course may be used by other programs to fulfill a GE requirement.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

| | |
|--------------------------------------|--|
| Course Bulletin Listing/Subject Area | Educ Sts: Cultural Foundations |
| Fiscal Unit/Academic Org | School/Educ Policy&Leadership - D1280 |
| College/Academic Group | Education & Human Ecology |
| Level/Career | Undergraduate |
| Course Number/Catalog | 3206 |
| Course Title | School and Society |
| Transcript Abbreviation | School & Society |
| Course Description | Use of concepts and methods of history, philosophy and the social sciences to grasp the interrelationship between society and education. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|---|
| Length Of Course | 14 Week, 7 Week, 12 Week (May + Summer) |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | No |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Seminar, Lecture |
| Previous Value | Seminar |
| Grade Roster Component | Seminar |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark |

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for EduPL 306.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.0901

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Previous Value

Junior, Senior

Requirement/Elective Designation

General Education course:

Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Be able to critically analyze arguments, both written and verbal
- Identify and discuss current events in education
- Formulate teaching strategies informed by an understanding of the social context of schools
- Understand the ways in which critical social issues impact teaching and learning and vice versa
- Understand the debates regarding the ways in which school influence the the social construction of race, class, gender, and ability

Content Topic List

- Cultural, social, political and economic processes in education
- Race, class, gender, and ability in schooling inequalities
- The role of families and communities in student achievement
- High stakes testing
- What is normal?
- Social context of teaching as a profession

COURSE CHANGE REQUEST
3206 - Status: PENDING

Last Updated: Odum, Sarah A.
10/09/2014

Attachments

- ESCFE 3206 GE Assessment Plan.docx: Assessment Plan
(Other Supporting Documentation. Owner: Wheaton, Joe Edward)
- ESCFE 3206 GE Rationale.docx: GE Rationale
(Other Supporting Documentation. Owner: Wheaton, Joe Edward)
- ESCFE 3206 GE Course Syllabus.docx: Syllabus
(Syllabus. Owner: Wheaton, Joe Edward)
- ESCFE 3206 GE Request for SP 2015 registration.docx: Request for Spring 2015 scheduling
(Appeal. Owner: Wheaton, Joe Edward)

Comments

- approved by EHE Curriculum Committee *(by Odum, Sarah A. on 10/09/2014 11:18 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Wheaton, Joe Edward | 07/11/2014 12:19 PM | Submitted for Approval |
| Approved | Zirkle, Christopher J | 07/11/2014 12:48 PM | Ad-Hoc Approval |
| Approved | Wheaton, Joe Edward | 07/11/2014 02:08 PM | Unit Approval |
| Approved | Odum, Sarah A. | 10/09/2014 11:18 AM | College Approval |
| Pending Approval | Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole | 10/09/2014 11:18 AM | ASCCAO Approval |

Note to Instructors: please add your own heading and also any additional/alternative policies concerning attendance, participation, group work and discipline. You may also elaborate the course description (the description included here is required by the Board of Regents)
ESCFE 3206: School & Society (3 semester hours)

GE CATEGORY AND COURSE GOALS

This course is designed to address the GE course category of Social Diversity in the United States. Students understand the pluralistic nature of institutions, society, and culture in the United States **and across the world** in order to become educated, productive, and principled citizens and prospective teachers.

GE CATEGORY OF SOCIAL DIVERSITY IN THE UNITED STATES EXPECTED LEARNING OUTCOMES (ELO)

GE Expected Learning Outcome #1

Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States (expected learning outcome for GE Social Diversity in the United States).

This course will fulfill this outcome through

- Historical and social science **reading assignments and multimedia resources** that focus on schools as institutions and how they influence and are influenced by social, cultural and political processes in the broader society. Readings will address race and racism, class and classism, gender, sexual orientation, sexuality, ability, and linguistic, ethnic and religious diversity separately (to further understanding and knowledge of each type of difference) and intersectionally (to further students grasp of how their and other teachers and students' identities are shaped and influenced by multiple categories of identity). Through historical and social science reading assignments, students will be able to identify and articulate the ways in which these categories of difference have been social constructed over time. They will further be able to identify and articulate the ways in which social and political processes reflected in these categories of diversity have influenced the rise of schools as institutions, as well as account for the inequality of educational outcomes by different groups of students.
- The course will further fulfill this outcome through specific **course requirements including:**
 - Active participation in class discussions where students *engage* one another in thoughtful and respectful dialogue about course topics and learn to listen and respond to students with different perspectives/points of view;
 - Online quizzes (to test content knowledge);
 - Reflective essays where students demonstrate their understanding of each of these categories of diversity, their impact of schools as institutions and/or teachers and students, and analyze the ways in which their personal backgrounds might be influencing their personal/emotional reaction to class readings;
 - Re-Thinking Diverse Schools for a Diverse Society Project group written and oral project where students conduct a literature search of academic and practitioner resources that will enable them to identify major social and political dimensions of their diversity related topic, analyze the relationship between broader social and political dimensions of their topic and the ways in which it impacts/manifests/ is important to the work of schools and/or teachers and students and propose solutions; and
 - Written final assignment entitled *My Philosophy of Teaching in a Diverse World* where students analyze and demonstrate their cumulative understanding of the ways in which race, class, gender, sexuality, ethnicity, ability, and linguistic diversity – individually and intersectionally – influences the work of schools, teaching and learning, and articulate their philosophy of teaching based upon this understanding and their reflection throughout the course how their experiences inform their philosophy. This paper is informed by two biographical essays written at the beginning of the semester – an essay of student's thoughts concerning why they want to become a teacher, and a biographical essay where they identify, reflect upon and critically analyze the identity markers that they believe have influenced their desire to become a teacher and the role they attribute to the

purposes of schools. In this final paper, students reflect upon the changes in perspective that might have occurred since they initially wrote those two essays.

GE Expected Learning Outcome #2

Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others (expected learning outcome for GE Social Diversity in the United States). This course will give particular emphasis regarding their perspectives on teaching children whose race, class, gender and sexuality, language ethnicity and/or abilities are different from their own.

- **Reading assignments and multimedia resources** that focus on schools as institutions and how they influence and are influenced by social, cultural and political processes in the broader society. Readings will address race and racism, class and classism, gender, sexual orientation, sexuality, ability, and linguistic, ethnic and religious diversity separately (to further understanding and knowledge of each type of difference) and intersectionally (to further students grasp of how their and other teachers and students' identities are shaped and influenced by multiple categories of identity). The textbook chosen for this class, Marleen Pugach's Because Teaching Matters incorporates an explicit discussion of this in every chapter (with each chapter addressing a different diversity topic. Several other readings and multimedia resources further engage students to think critically and in a perspectival way about the social and political process that have shaped students' own attitudes and values regarding appreciation, tolerance, and equality of others.
- The course will further fulfill this outcome through specific **course requirements including:**
 - Active participation in class discussions where students *engage* one another in thoughtful and respectful dialogue about course topics, listen and respond to students with different perspectives/points of view as well as identify the life experiences that have informed their own attitudes and values regarding appreciation, tolerance, and equality of others.
 - Active participation with their colleagues throughout their Re-Thinking Diverse Schools for a Diverse Society Project group written and oral project where students *engage* one another in thoughtful and respectful dialogue about their research topic, listen and respond to students with different perspectives/points of view as well as identify the life experiences that have informed their own attitudes and values regarding appreciation, tolerance, and equality of others.
 - A Biographical/Reflective Essay: How My Autobiography Influences My Beliefs and Assumptions about Teaching where students identify the life experiences and identity markers related to race, class, ethnicity, ability, linguistic diversity, gender and sexuality that have informed their beliefs about teaching and analyze how this might influence their beliefs and assumptions about teaching. This is a "baseline" essay and students will have an opportunity to reflect upon and revise their essay as part of their final Philosophy of Teaching in Diverse World Final Project.
 - Reflective essays where students demonstrate their understanding of each of these categories of diversity, their impact of schools as institutions and/or teachers and students, and analyze the ways in which their personal backgrounds might be influencing their personal/emotional reaction to class readings.

The expected learning goals, outcomes, and assignments for the GE in Social Diversity in the United States will put particular emphasis on the TAG goals and outcomes for this course, which have already been approved by the Board of Regents. The TAG purposes and outcomes overlap with the GE in Social Diversity in the United States; however, in this course particular emphasis is given to the ways in which the school as an institution and learning context (a) engages teachers and students, and (b) influences, and is influenced by, broader social and political processes that affect social diversity in the United States. In this sense, the course infuses TAG Themes 3 and 4 throughout the other themes as well.

TAG THEMES AND EXPECTED LEARNING OUTCOMES

Students will demonstrate familiarity with each of the six TAG Themes as major components of the teaching profession and how social diversity influences and is influenced by each of the six TAG Themes that do not relate specifically to questions of diversity such as:

- TAG Theme 1: Standards-based Education
Introduction to the national and state professional standards (including INTASC, PRAXIS III, SPA's, NCATE/CAEP, and state academic content standards) that guide the practice of educators in today's society.
- TAG Theme 2: Professionalization
Exploration of the process by which people are socialized into and are rewarded in the field of education and the roles of institutions in determining what it means to be a professional educator, or a member of the teaching profession.
- TAG Theme 3: Diversity
Exploration of the various components of diversity, including an awareness of multiple categories that teachers need to recognize and respond to in their teaching, how these influence teacher expectations and student achievement and how diversity is related to a dynamic global society.*
- TAG Theme 4: Democratic Issues/Social Justice
Exploration of the purposes of education historically and currently for individuals, groups and society.
- TAG Theme 5: Curriculum and Instruction
Exploration of a variety of theories of curriculum and instruction.
- TAG Theme 6: Legal and Organizational Issues
Exploration of the legal and organizational context within which schools and teachers operate.*

These TAG Themes are addressed in course readings and assessment of the diversity learning outcomes have been specified in the GE learning outcomes and assignments discussed above (which will have as their focus the TAG themes). In order to specifically assess/ensure students' familiarity with these six TAG Themes, the course will utilize

- Online quizzes that test content knowledge, particularly pertaining to standards, professionalization and legal and organizational issues;
- Reflective essays in which student synthesize the main points of readings, use evidence from the readings to discuss their reactions to the main points, and critically analyze how their personal experiences might shape their reactions.
- Active participation and classroom discussions where students engage the readings and in respectful dialogue with one another, discuss their reactions to the readings.

Students will be able to cite examples of the specific issues for each TAG Theme and identify how these might be influenced by issues related to diversities and social justice concerns.

Through class readings, active participation in whole class and small group class discussions, individual and group assignments students will be able to:

- Identify how social diversity influences and is influenced by each of the six TAG Themes.
- Cite specific examples how the impact of social diversity on each of the six TAG Themes influences the everyday realities of teacher and students and teaching and learning.
- Analyze and interpret how the ways in which social diversity has historically and currently created hierarchies of difference that have resulted in inequality in educational opportunities as well as outcomes for different groups of students.
- Conduct literature searches and annotated bibliographies related to the topic of their Re-Thinking Diverse Schools for a Diverse Society Project group written and oral project.

COURSE DESCRIPTION

This survey course is an introduction to the teaching profession with an emphasis on that ways in which school contexts can help us better understand social diversity in the United States. Students engage in a variety of experiences that broadly explore the purposes of schools in society and the knowledge, dispositions, and performances required to be an effective teacher today. The course uses concepts and methods of history, philosophy, and the social sciences to engage prospective teachers and other educational professionals in the manner in which school processes impact society and the ways in which social processes influence teaching and learning. The overall framework for the course engages students in the course through readings, discussions, and assignments that

- Help students understand themselves as social beings with distinct experiences. We do this by encouraging students to identify and critically engage the attitudes, values, behaviors, and social markers important to their own self-definitions and identities with regard to race, class, ethnicity and linguistic background, gender, ability and sexual orientation. Social markers are the forms of language, dress, behavior, movement through space that are the everyday ways through which we give expression to “who we are” in the world. These markers are shaped by our complex personal histories as individuals with unique sets of life experiences with respect to the communities with which we identify in terms of race, class, ability, language, ethnicity, and so on. These attitudes, values, behaviors, and social markers—consciously and unconsciously—influence our perspectives regarding who is “like us” and who is “different.” As prospective teachers, before we can understand and teach students who we may perceive as different from ourselves, we first need to understand the ways in which we ourselves might be perceived as different!
- Explore the difference that difference makes; that is, how students in the course (and the teachers and students they will be examining in class topics) may have very different experiences of inequality (e.g., unequal access to school resources, social mobility, political participation) based upon their own backgrounds and why some of us may have more difficulty identifying our social markers than others (spoiler alert: social markers of race, class, gender, ability, sexual orientation, and ethnicity that are associated with what we consider to be just “normal” tend to be more difficult to identify as a category of how we are different).
- Explore, understand, value and reflect upon the ways in which our personal histories influence our identities as teachers and the ways in which we understand, engage and teach children whose race, class, gender, sexual orientation, abilities, ethnicity and/or language is different from our own. This is not about finding a “perfect formula” for “managing” or “overcoming” diversity, but rather about understanding the ways in which diversity matters for teachers and students, teaching and learning.
- Explore, understand, value and reflect upon the ways in which broader social processes and institutions influence schools in terms of educational policy and the everyday experiences of students and teachers as well as how schools may influence broader social processes and institutions.
- Develop and encourage students’ abilities at self-reflection and critical analysis regarding the role of diverse schools in a diverse society such as the United States. A good teacher is a reflective teacher!

📖 REQUIRED TEXTS

Pugach, M. C. (2009). *Because teaching matters*. John Wiley. This book is available in loose-leaf binder or as an e-book. You can purchase the code for the e-book through the bookstore; however, it is slightly cheaper to go through John Wiley at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP000273.html>

Carmen: The majority of our course texts are posted on our Carmen site. *You are required* to bring a copy of each Carmen text to class with you on the day we discuss them. To satisfy this requirement, you may: (1) print your own copy; (2) bring your laptop for an electronic copy; or (3) confer with your group members to take turns bringing sufficient copies for your group. Proper class preparation is considered part of your participation and will be reflected in your participation grade.

✂ REQUIRED MATERIALS

Please purchase a folder in which you will keep all the components of your philosophy of teaching assignment.

COURSE REQUIREMENTS:

This course is based on reading and discussion. As mentioned above, you are required to read and respond to assigned readings and bring a copy of the texts to class. The discussion part of the course will include both large and small group discussion. To facilitate classroom discussion, I will assign you to work in a small group of peers who have similar interests to you. During many of our class sessions, you will work with your assigned group to brainstorm, discuss, and participate in activities. Some of our class sessions will involve whole-class discussions and debates, in which case you will not specifically work with your assigned group.

Attendance, Participation, & Absence Requirements

Your active engagement and participation is crucial not only to your learning but also to the learning of other students in this class!

Class Attendance

I will take attendance by passing around a sign-in sheet at the beginning of class. Once I have collected the sign-in sheet, you are considered late. You are expected to be on time and in class for each session.

*Three times being late will equal one unexcused absence.

Absences

As this class is based on participation and discussion, you are expected to come to class.

The attendance policy is as follows:

- Any excused absences such as illnesses must be accompanied by official and proper documentation. Reasons for excused absences include:
 - Serious illness or family emergencies. Please inform me as soon as possible (in advance of class meetings when possible).
 - Cultural and religious holidays: Please let me know by the end of the second week of the semester if a religious or cultural observation conflicts with a class session so that you will not be penalized for missing class. Although we strongly encourage you to honor your religious and cultural observations, if I am not informed by the second week of the semester, full attendance will be required.
- Every student is allowed **3 absences**. These are to cover things like funerals or general illnesses. Excused absences such as significant illnesses must be accompanied by official and proper documentation within one week of returning to class.
- Three sessions in which you are marked late is equivalent to an unexcused absence.
- ***4th absence without official documentation** – Your final cumulative grade will be reduced by 1/3 of grade point (e.g., an A becomes an A -, a B+ becomes a B, etc.).
- **5th absence or more** – 20% of the course has now been missed and this will result in failure of the course.
- You are responsible for any missed classwork on the day of your absence. Please consult with me or your group members for missed work. Discussion points will still need to be submitted.

Weekly Time Commitment

To receive a B or higher in the course you should expect to spend up to 6 hours working outside of class each week.

Reading, writing and quiz prep = 3-4 hours
Philosophy of Teaching = 1-2 hours
Team Curriculum Project = 1-2 hours

Class Participation

Your thoughts, experiences and perspectives on the readings are a very important part of our collective learning!!! I encourage you to speak up often in your individual groups, and make contributions to larger class discussions. Beyond discussion, participation also includes the in-class activities such as individual free-writing exercises, possible reading quizzes, producing group written responses, and coming prepared with copies of the readings. It also includes supporting others while they participate in class discussions. Participation points can be lost for coming unprepared to class (such as not having access to readings), refusing to take part in the day's activities, or by neglecting to follow class policies on cell phone/laptop use.

There are several types of participation and I encourage you to aim for type 5¹:

| Engagement/Grade on 4.0 scale | Engagement Description |
|-------------------------------|----------------------------------|
| Type 5 (4.0/4.0) | The Interested Concerned Citizen |

¹ I am grateful to an online colleague who developed this participation rubric. I cannot seem to locate his/her name but will acknowledge them as soon as I locate it!!

| | |
|------------------|--|
| | <ul style="list-style-type: none"> • You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.) • You challenge the group (small and large) respectfully. • You ask insightful questions • Your contributions extend the class readings. • In discussion, you refer to text and experience. • You participate regularly with the group and feel a sense of belonging (inclusion with it, responsibility for it). • You share the collective space. (You neither dominate the discussion, nor intimidate, nor remain in the shadows). • You have prepared and thought about the topic before class. |
| Type 4 (3.0/4.0) | <p>The Responsible Student</p> <ul style="list-style-type: none"> • You ask questions. Usually these are for clarification rather than instigation. • Your thoughts and questions are related to the readings. • In discussion, you refer to text and to experience. • You participate regularly. • You share the collective space. (You neither dominate the discussion, neither intimidate nor remain in the shadows). • You have prepared and thought before class. |
| Type 3 (2.0/4.0) | <p>Caught Up in the Moment</p> <ul style="list-style-type: none"> • You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.) from the contributions of others. • You contribute your perspective to discussions based upon your experience; however, this perspective is not necessarily informed by readings. It is more “in the moment.” • You sometimes participate, sometimes not. • You sometimes prepare, sometimes not. |
| Type 2 (1.0/4.0) | <p>The Anonymous Spectator</p> <ul style="list-style-type: none"> • You may or may not leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.). • You ask <i>yourself</i> insightful or probing questions. You engage <i>yourself</i> in thought. • You attend and listen attentively to others’ contributions and may find these interesting. • You do not regularly contribute to the group; you may not be very well known to the group/class as a whole. • You have prepared and thought before class. |
| Type 1 (0/4.0) | <p>Non-Participation/ The Outsider</p> <ul style="list-style-type: none"> • You sometimes come to class, sometimes not. • You arrive late. • You leave early • You attend class and leave class. • You feel disengaged (for a variety of reasons), not included, not responsible. |

You will be assigned a participation score on a 4.0 based on the instructor’s ongoing assessment of your participation in whole group and small group discussion.

Please note: you have to be present to participate; 5 or more unexcused absences results in an automatic failure of the course.

Assignments and Exams

Please consult rubrics associated with each of your assignments; they are located on Carmen under “Assignment Rubrics.” You can use these to guide your work and assess your progress.

Weekly Online (Carmen) Quizzes or Reflective Essays:

Our class is a seminar. This means that you are expected to actively engage in and lead discussions. In order to facilitate this, there will be weekly online quizzes or reflective responses

- **Quizzes** will be available on Carmen. You must complete the quiz at least 10 minutes before the beginning of class and you will have 7 minutes to complete 5 questions. **You must take the quiz before the class where the readings discussed are due.** There are 11 quizzes; your lowest grade will be dropped. Late quizzes will not be accepted.

- **Reflective essays** should be 2-3 pages double-spaced and should help you prepare for your Philosophy of Teaching paper (see below). There are eight reflective essays in the syllabus. Choose five out of the seven possible. Reflective Essays are due by 6:00 pm, the day before class. You may submit your reflective essays on Carmen but you should also bring a hard copy to class for discussion. Reflective Essays consist of four parts:
 - Briefly summarize the 3 most important themes on the readings about which you’re writing. (1 -2 paragraphs)
 - Discuss the questions the readings raised for you, your reactions to the readings, and what sets of personal experiences might be influencing your perspectives on the readings (1-2 paragraphs)
 - Discuss how the readings in question and your reactions to them have influenced your thoughts about teaching and learning (1-2 paragraph)
 - Write one open-ended question you have, based upon the readings. An open-ended question cannot be answered with one word or “yes” or “no.” I will incorporate some of your questions into our class discussions.
 - Consult the reflective essay rubric on Carmen for guidelines to help you assess the quality of your work.

Biographical/Reflective Essay: Why I Want to Become a Teacher and What Being a Teacher Means to Me.

(Due Class Session 3): In 2-3 pages, examine and discuss why you want to become a teacher. What inspired you? What does becoming a teacher mean to you? Submit on Carmen. (Note this essay can be revised as part of your final project, a statement on your teaching philosophy).

Biographical/Reflective Essay: How My Autobiography Influences My Beliefs and Assumptions about Teaching

(Due Class session 5): In 2-3 pages, discuss how your background has influenced your ideas about what it means to be a good teacher. Are there any salient experiences related to your race, class, gender, ethnicity, sexuality, or abilities, home language that you believe have been especially influential in shaping your ideas about teaching? (Note this essay can be revised as part of your intersectionality collage and then again as part of your final project, a statement on your teaching philosophy).

Intersectionality Collage²

(Due class session 14): Let’s take the biographical essay completed in session 5 to the next level by making a collage of images that you feel represent different aspects of who you are. You can do this using paper and glue (use at least an 11x 14 piece of paper) or you can create a collage electronically. Just be sure it is in a format that you can share with me (e.g., on a flash drive or a hard copy) and the members of the class. Be sure to bring it with you to class.

- As you select images, consider how various aspects of identity related to race, class, gender, sexuality, ethnicity, ability, home/family language, education, religion, the places you have lived, your role in your family or community, your passions and talents.
- As you put your collage together, consider how the images (and the different aspects of who you are that they represent) relate to one another. How do different parts of your identity intersect with one another? Do certain parts of your identity intersect more in some spaces than in others? For instance, does gender seem to play a role in certain areas (e.g., your family) than in others (church or school)?

² Modified from docstoc.com

- On a separate piece of paper, explain how the images represent different parts of yourself and how they relate and intersect with one another (2 pages).
 - How do the images represent different parts of your identity and what does each part of that identity mean to you? What do you think it means to others; how do you feel others perceive that aspect of your identity? Do those perceptions change depending where you are?
 - Are there points at which various parts of your identity intersect? How do you experience that intersection? How do you think other people perceive you at that intersection? Do those perceptions change depending on where you are?
- Incorporate some of the readings on intersectionality into your response.
- How do you think the different aspects of your identity have influenced your values, especially concerning teaching and learning?
- Consult the Intersectionality Collage rubric to assess your progress as you work on this.

Individual/Group Project: Re-Thinking Diverse Schools for a Diverse Society

Includes

- Group project proposal (1 paragraph)
- Mid-term (due Class session 12)
- Group paper (Class Session 24)
- Public Group Presentation/Poster (Class session 28)
- Final Self and Group Assessment (Class session 28)

Overview of Re-Thinking Diverse Schools for a Diverse Society Project

Excellent teachers are excellent learners! They are constantly seeking out new information and research that will better help them understand educational issues or challenges that arise in their professional lives and in their schools and classrooms with students. In addition to seeking out the latest research, excellent teachers learn from each other as well as their students and parents and extended members of their school community. For this project, you will work in groups of 3-4 students and explore

- An educational topic or issue that directly addresses one or more aspects of diversity from a more inclusive perspective (e.g. understanding the range of experiences of LGBTQ youth in middle school and how schools can be more inclusive and welcoming etc.)

OR

- Any educational topic and the particular ways in which diversity matters (e.g. nutrition, its impact on academic achievement and children's differential access to nutritional meals).

The goals of this project are:

- To research and compile academic materials concerning an educational problems topic as well as materials that students and teachers can use collaboratively in classrooms.
- To implement the goals of the course in a hands-on project.
- To demonstrate an understanding of the course topics.
- To provide experience relating course topics to the K-12 classroom.

Projects should relate to your course of study and (where appropriate) the grade levels in which you are interested. Groups will be chosen to reflect this. Topics include but are not limited to the following: Linguistic Diversity and Early Literacy; topics that explore Race, Class and Gender, Disability, Sexuality in an intersectional way (e.g. LGBTQ Youth of Color); The Racial Dimensions of Standardized Testing; Urban, Rural and Suburban schools and environments; Health; The Relationship of Schools to Business; Religion; Politics/Civil Rights/Desegregation; Home and Community Life/Socialization; Social Justice and Equality. Whatever your topic, just be sure to explore how it is that an inclusive or multicultural approach can broaden our understanding.

You will work on different aspects of this project throughout the semester.

As individuals and as a group, you will

- Explore the research by conducting library searches for the latest scholarship on your given topic. Remember to be intersectional in your exploration of diversity. For example, if your group is exploring the impact of poverty and inequality on children's school experiences, look for research that considers how experiences of poverty might vary for children of different races, ethnicities and/or regional locations.

- Explore the major themes and controversies in the scholarship concerning your topic. This will come from sharing the scholarship you collect as individuals with your group and discussing as a group the kinds of themes you are finding in the readings. Are there common threads? Did you notice a shift in the ways in which your topic is discussed over time? Do scholars disagree about your topic? If you choose an issue you think is a “problem,” is there scholarship that challenges whether it’s a problem at all?
- AVOID generalizations and stereotypes that categorize people by just one identity marker. It will help you avoid the tendency to want to approach problems and solutions in stereotypical ways. For example, “ALL poor children have characteristics A, B, C and therefore, when you see a poor child in your classroom, you should do X, Y, and Z. There is no “poor child,” only children who may share a set of experiences concerning class, but those experiences may also vary depending upon other important identities such as race, ethnicity, gender, sexual orientation (this is what it means to think intersectionally). The point of understanding the diverse experiences of teachers and students is not so that we can put people into categories, but give us an expanded understanding of how schools bring together teachers and students with a wide range of experiences that shape the way they make sense of what goes on in the classroom and beyond.
- Propose solutions, activities, resources that address your group topic in a more inclusive way. Given your evolving understanding of your group topic, how does a more nuanced and complex understanding of social diversity contribute to a more inclusive framework that can help teachers and students create more robust, dynamic, and academically effective learning environments?
- Consider the possibilities but also the limits of the degree to which schools and teachers can address the issue your group is exploring. Throughout the semester, we will examine where our notions of the role of schools and teachers come from and whether the popular images of teachers and schools are realistic. This project is your opportunity to explore this question within a more specific context. For instance, schools and teachers can and do create environments that are more welcoming to homeless students and that take into account how the fact that they are living in shelters that are often noisy and lack privacy when creating learning experiences within the school. But sometimes those initiatives are restricted by other school policies (e.g., the pressure to prepare students for standardized tests) and schools themselves cannot “fix” homelessness.
- Conduct library and Internet searches to compile resources for teachers regarding your topic. These can include but are not limited to: (1) curriculum materials; (2) multimedia resources; (3) videos; (4) simulations; (5) blogs and vlogs. These do not have to be strictly “educational resources.” Think outside the box here. Are there aspects of popular culture that can be used in classroom to explore your topic, such as popular movies, YouTube videos, music videos, or flash mobs that could be a resource for teachers?

Assignments and Due Dates for Re-Thinking Diverse Schools for a Diverse Society Project

Class session 4: Submit Group Project Proposal for Instructor Approval.

Submit on Carmen a brief (one paragraph) description of the issue your group would like to explore and how it will address aspects of social diversity.

Class Session 12: Midterm: Annotated Bibliography and Project Summary: (Individual and Group Components)

Submit the following on Carmen and also bring hard copies to class of the following:

- **As a group**, submit a one page summary describing
 - who is in your group
 - a more in-depth description of the topic your group has been exploring;
 - a description of the grade level(s) of the students and teachers that you’d like to address;
 - the role each person in the group has been playing in the project. Your group only needs to submit one paper to me.
- **As individuals**, submit an annotated bibliography of 8+ source materials for your project.
 - Briefly (1-2 paragraphs) discuss which research databases you consulted, the search terms you used, and how you ended up selecting these particular source materials as the most important ones for your project.
 - List each source in APA (American Psychological Association) format.
 - Provide an annotation that summarizes the source and discusses its usefulness for your group project. The breakdown of sources is to be as follows:
 - 3+ Peer Reviewed (from an academic scholarly journal) articles or scholarly books on this topic. Scholarly books are informed by research; if you are unclear what I mean,

please run your titles by me. These readings will inform your thinking on the topic and possibly provide a methodological/ theoretical basis for your work. In your annotation, summarize the issue(s) article raises and the ways in which it contributed to your understanding of the ways in which questions of diversity intersect with your topic.

- 3+ Texts (books, articles, poems, plays) sources that you would recommend your group incorporate as resources for teachers on the topic.
- 2+ Multimedia sources that you would recommend your group use within the project.
- In addition to turning in your individual work, you should share the materials you found and your annotations with your group.
- You may not duplicate any sources within your group.
- Consult the Annotated Bibliography Rubric to assess your progress on this assignment.

Class Session 24: Written Portion of Group Final Project Assignment.

The Group Written Report will be submitted on a thumb drive or a CD/ DVD and given to me as a hard copy. Only one copy of the written assignment is necessary for each group. Some of the report will be a compilation and/or revision of what you submitted for your mid-term, based upon feedback from me. The report is to contain the following sections:

- **Introduction (2 pages):** Describe in detail which topic your group is addressing, and who your target audience will be. Explain your topic. Why did your group choose this topic? What is its significance for understanding the race, class, gender, sexuality, ability ethnicity, linguistic dimensions of schools, teaching and/or learning? Why is your topic important for the work of teachers (approximately 2 pages)?
- **Discussion and elaboration of the educational problem or issue that you are re-thinking (8-10 pages).** What is the problem/issue/topic of your group project and how it is discussed in the research literature? Organize your discussion thematically, based upon your collective reading of your sources. In order for you to submit a cohesive paper, you will need to have ongoing conversations with your group members where you share what you are all reading on the topic or issue and begin to see themes emerge from the readings and your discussion. Plan to meet at least 2-3 times after the mid-term to have these discussions as they are critical to you all negotiating an organization for this section as well as all the other sections of your written project.
- **Re-Thinking Diverse Schools in a Diverse Society: A Proposal (6-10 pages):** Based upon your collective research on the scholarly literature and existing resources for teachers and schools regarding your topic, propose alternative approaches that address your topic in a more inclusive way, that is, that take social diversity into account. The proposals can include but are not limited to: rethinking relationships with students, families and communities; inclusive pedagogical techniques; curricular resources, policy changes and reforms. In addition to the possibilities of schools and teachers to address your topic, include some discussion, where applicable, of the limits of school reform to address your issue.
- **Group Annotated Bibliography of the Scholarly Literature, organized thematically.** This should build on the works that you submitted as individuals for the mid-term. The “new” part of the assignment is to think about how you might organize all of your sources thematically.
- **Group Annotated bibliography of Resources and Activities for Teachers (minimum 8+ or 2 per group member).** This section should also build upon the resources you submitted individually for your midterms, now compiled and organized thematically. If you were to recommend resources that could help the teachers to whom you are presenting gain a better understanding of the educational issue you are exploring, what resources are available to them? The resources for teachers section should contain extensive library, journal, magazine, music and audiovisual references. Use as many as you can find. Even if you don't use it all in your written assignment, these resources can be helpful to you in the future. These resources should be hands-on experiences, projects, etc. to better help students understand the materials and topics presented in class. Your written description will provide teacher directives and suggestions for classroom projects and activities. These activities are to assist K-12 students with hands-on experiences, projects, etc. to better help them understand the lived experiences of real people in real situations. These activities should include projects, games, dramatic activities, primary historical documentation, and a good sampling of bibliographic material.

Class session 27 or 28: Public Group Presentation/Poster Session:

Groups will display their work in a poster and/or some other alternative format as part of a public presentation to your classmates and the College of Education community. It is a way of introducing yourself to your future colleagues! The location of the poster sessions will be announced.

Class session 28: FINAL REPORT

Your final report is to be done individually. This is a short (2-3 pages plus rubrics) report that includes the following:

- Briefly describe your group’s presentation. (What did you present about, who was in your group, who was your target audience).
- Clearly explain your role in the group. What, exactly, did you do in creating and writing the group paper and in preparing and delivering the required presentation?
- Using the Group Project Rubric on Carmen, assess your own work (actually fill out a rubric for yourself).
- Using the same rubric, assess the work of your group members (fill out a rubric for each group member)
- Discuss how successful you believe the project was in helping you to meet the learning objectives listed in the course syllabus.

**** My Philosophy of Teaching in a Diverse World (due finals week).**

Your philosophy of teaching statement should build upon your biographical essays (weeks 2 and 3), your intersectionality collage, your 5 reflective essays, your group project, all the readings as well as our classroom discussions. It should include the following:

- Statement(s) of why you want to become a teacher (first draft due week 2 and incorporated into final project. If you have revised this from your initial essay at the beginning of the semester, discuss how your vision has changed and why? Submit both you initial essay and your revised essay). 2-3 pages.
- Critical autobiographical statement(s): how has your autobiography influenced your beliefs and assumptions about teaching? This should be informed by your biographical essay submitted in week 3 as well as your intersectional collage and narrative. Discuss how your vision has changed and why? Submit both you initial essays and your revised essay). 2-3 pages.
- Philosophy of Teaching statement that **incorporates lessons learned from course readings**. Should incorporate the following themes
 - Teaching children of a race, class, language other than your own;
 - Your insights on gender;
 - Your insights about children of different abilities;
 - Ethical standards that you believe are particularly important to you.
 - (6-8 pages, 10-15 total with other assignments included.)

Overall Grading Scale: Based upon University 4.0 Scale

| | | | | | |
|----|-----|----|-----|----|-----|
| A | 4.0 | B- | 2.7 | D+ | 1.3 |
| A- | 3.7 | C+ | 2.3 | D | 1.0 |
| B+ | 3.3 | C | 2.0 | | |
| B | 3.0 | C- | 1.7 | | |

Ongoing Feedback on the Course

I appreciate your input on your experience with the course and would also like to provide you a mechanism to ask questions or issues with which you are struggling even anonymously. I will do my best to be responsive to you or provide you with an explanation. As such, I have set up two Discussions on Carmen that come to me directly:

- “How’s the Course Going?” allows you to give me your input at any time with your experiences with the course, concerns you may have or feedback on assignments. You may submit feedback anonymously here.
- “Ask the Instructor” allows you to post questions about course topics that are unclear or about which you have concerns or questions. You may submit feedback anonymously here as well.

Late Assignments:

Late assignments will not be accepted. Please discuss any illnesses or family emergencies that may affect the timeliness of completing an assignment beforehand. Outside of extreme circumstances, any conversation that occurs after the fact will not be considered.

SUMMARY OF ASSIGNMENTS AND DUE DATES

| Assignment/ Requirements | Grading Scheme | Percentage of Grade | Date Due |
|---|---|---------------------|---|
| Participation and Active Attendance | <u>Participation</u> : 4.0 grade scale based upon rubric <u>Unexcused absence</u> : <ul style="list-style-type: none"> • 3: No penalty • 4: final cumulative grade lowered by 1/3 of a grade point • 5: Course failure | 20% | n/a |
| 11 Online Quizzes | 5 points possible each, lowest quiz score dropped | 10% | See course schedule; Quizzes must be completed BEFORE class. |
| 5 Reflective Essays (choose from Seven Reflective Essays) | 4.0 grade scale See Reflective response rubric | 15% | Due on Carmen by 6pm, the night before class in which readings are discussed. Remember to bring hard copies to class |
| Biographical/Reflective Essay: Why I Want to Become a Teacher and What Being a Teacher Means to Me. (2-3pages) | While you will be given feedback, the first version will not be graded. Final grade will be part of your Philosophy of Teaching Statement. | | Class session # 2 |
| Biographical/Reflective Essay: How My Autobiography Influences My Beliefs and Assumptions about Teaching (2-3 pages) | While you will be given feedback, the first version will not be graded. Final grade will be part of your Philosophy of Teaching Statement. | | Class Session # 3 |
| MIDTERM: Rethinking Diverse Schools in a Diverse Society Project Group and individual assignments are due; grade is for individual annotated bibliography. | 4.0 Grade Scale. See annotated bibliography rubric. | 10% | Class Session 12 |
| Intersectional Collage and Narrative | 4.0 grade scale. See Intersectional Collage Rubric. | 5% | Class Session 14 (*Bring Collage and narrative to class) |
| Final Group Written Assignment: Rethinking Diverse Schools in a Diverse Society Project | 4.0 Grade Scale. See rubric for Final Project Group Written work. | 15% | Week 12 Class 1 |
| Group Presentation | 4.0 Grade Scale. See Group Presentation Rubric. | 10% | Weeks 13 and 14 |
| Philosophy of Teaching Statement (includes revised versions of your two biographical essays from weeks 1 and 2) (15 pages total, including two biographical essays) | 4.0 Grade Scale. See Philosophy of Teaching Rubric. | 10% | Finals Week |
| Assessment of Self and Group | 4.0 | 5% | Finals Week |

CLASSROOM POLICIES

You will get out of this class what you put into it. To get the most from this course, you will need to: read the material; come to class regularly and on time; and participate and ask questions during activities and discussions with both your group and the class.

Cell Phone and Laptop Use Policy: The following are behaviors that I do not tolerate in my classroom because they keep you from being engaged in the class, they are irritating to your fellow students, and they are disrespectful toward your instructor:

- Texting, using the Internet, or playing games on your phone.
- Listening to music (e.g., iPod)
- Checking Facebook or other non-class related websites, playing games or working on other homework on your laptop

◆If you are anticipating emergency phone calls, please keep your phone on silent/vibrate. Phones may not be answered in class.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Accommodations for Students with Disabilities:

Students who have verification from Disability Services are responsible for contacting the instructor as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307 or TDD 292-0901) verifies the need for accommodations and assists in the development of accommodation strategies.

Plagiarism Policy:

As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own: it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.”

Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your instructor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning and to maintain your own integrity and to avoid jeopardizing your future, do not plagiarize.

Important note: To avoid plagiarism, it is very important to cite when you are borrowing someone else’s ideas.

There are three circumstances when you should provide a citation:

- 1) When you are listing a direct quote;
- 2) When you are paraphrasing – not using a direct quote, but still borrowing or rewording someone else’s idea;
- 3) When you are using an idea that isn’t common knowledge (i.e., it’s not something that most of your classmates would know). An example: Potassium is not one of the chief exports of the country of Kazakhstan (CIA World Factbook, 2010).

There are a variety of citation styles used in the academic world. Most people in the social sciences, including the field of education, use APA format – the format prescribed by the American Psychological Association. There are other formats, such as MLA, Chicago, etc.

For this class, I will accept a simplified version of APA citation format. When writing your papers, if you are citing a reading from our class, just provide the last name and the page number. For example: (Ornstein & Levine, p. 130). If using course readings, you do not need to provide a reference list at the end of your paper. If you are citing a reading that is not on our class reading list, provide the last name and page number (Foucault, p. 7), *as well as* a reference list at the end of your paper, listing the author’s name, the book’s title, and the date of publication.

WHEN IN DOUBT, YOU SHOULD CITE IT!!!

NOTE: WIKIPEDIA IS NOT A CREDIBLE SOURCE

COURSE OUTLINE & ASSIGNMENTS

(The days for discussion are next to the topics)

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|-----------------|----------------------------|
| 1 | Introduction to Course | | |
| 2 | <p>On the Purposes of School in American Society</p> <p>McCourt, F. (2005). <i>Teacher man: A memoir</i>. Scribner Book Company, 11-24</p> <p>Mills, C. W. (2000). “The Promise.” <i>The sociological imagination</i>. Oxford University Press. http://education.fcps.org/lhs/sites/default/files/michelle.richardson/Excerpt%20from%20C.pdf</p> <p>MCINTYRE, L. (2010). “Hernando Washington.” <i>The practical skeptic: core concepts in sociology</i>, 18-28.</p> <p>Video: Taylor Mali: What Teachers Make http://www.youtube.com/watch?v=0xuFnP5N2uA</p> | | TAG Theme 4 |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|---|--|
| 3 | <p>So You Want to Become a Teacher....</p> <p>Pugach Text, Ch. 1, pp. 1-15, including:</p> <ul style="list-style-type: none"> • The Rewards & demands of teachings. • Meeting Standards for beginning teaching • Making a Choice about the kind of teacher you want to be. <p>Links</p> <ul style="list-style-type: none"> • www.ecs.org/ecsmain.asp?page=/html/statesTerritories/state_map.htm • http://ncate.org/ • www.nasdtc.org • www.teachersforanewera.org • www.napds.org • www.ncate.org • www.ets.org/praxis/index.html • www.teachforamerica.org • www.proudtoserveagain.com • www.ecs.org • www.nea.org/student-program • www.cec.sped.org/student/ • www.ed.gov/pubs/FirstYear/ • www.mightymentors.com/ • www.nea.org/classroom/index.html • www.aft.org/teachers/teachertoteacher.htm | <p>Online Quiz 1</p> <p>Biographical/ Reflective Essay: Why I Want to Become a Teacher and What Being a Teacher Means to Me. 2-3 pages, to be folded into final teaching philosophy</p> | <p>ELOs 1,2</p> <p>TAG Themes 1, 2</p> |
| 4 | <p>Learning from Multiple Sources of Knowledge throughout your Teaching Career</p> <p>Pugach Text, Ch. 2 pp. 19-55, including</p> <ul style="list-style-type: none"> • Five Kinds of Experience that create prior knowledge about teaching (autobiography, beliefs, experience working in schools, movies about teaching. • Autobiographical knowledge about teaching • Historical Note (Catherine Beecher's image of teachers) • Philosophical note: The role of philosophy in teaching. • Making the familiar strange through formal classroom observation • Why this all matters in a diverse world. <p>Video Clip: Chimamanda Adichie: <i>The Danger of a Single Story</i> http://www.youtube.com/watch?v=D9lhs241zeg</p> | <p>Online Quiz 2</p> <p>Submit Group Project Proposal (1 paragraph, on Carmen)</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|---|---|---|
| 5 | <p>Learning to Teach: What does it Mean?</p> <p>Pugach text, Ch. 3 pp. 57-61, 67-84, 90-95 including</p> <ul style="list-style-type: none"> • Research on good teaching and why it matters. • Who governs teacher education and certification? • What do prospective teachers study? • Reforming the Preparation of Teachers • Historical Note: Normal School and the Early History of Teacher Preparations • From Course work to Standard: Increasing Rigor in Teacher Ed • The Purpose of Standards • The Role of Portfolios • The Role of Testing in Teacher Prep: Help or Hindrance? • Philosophical Note: An essentialist view of teaching and teacher education • Accreditation and Standards • From teacher education to the classroom • Mentoring a First Year Teachers • Why this all counts in a diverse world. | <p>Online Quiz 3</p> <p>Biographical/ Reflective Essay 2: How My Autobiography Influences My Beliefs and Assumptions about Teaching . Essay, 2-3 pages, to be folded into final teaching philosophy.</p> | <p>ELOs 1,2</p> <p>TAG Themes 1, 2, 6</p> |
| 6 | <p>Critical Historical and Philosophical Issues</p> <p>Pugach text, 98-121, including</p> <ul style="list-style-type: none"> • Historical origins of American education • What can a history of education inequity mean for today's students • Enduring dilemmas and persistent controversies • Philosophical views of education • Major philosophies of education • Why it counts in a diverse world | <p>Online Quiz 4</p> | <p>ELOs 1,2</p> <p>TAG Themes 3, 4</p> |
| 7 | <p>In-Class Group Work on Final Project</p> | <p>By this point, you should have been meeting outside of class and already begun working on your project. Please bring the materials on which you have been working and/or that will aid group discussion to class. Failure to do so will constitute an absence!</p> | |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|--|
| 8 | <p>Using the Curriculum Responsibly: Deciding What to Teach</p> <p>Pugach text, Ch. 5, pp. 129-143, 152-161, including</p> <ul style="list-style-type: none"> • Curriculum: a multidimensional concept • Explicit curriculum • Curriculum as what is learned • What isn't taught or the null curriculum • Curriculum dilemmas • Academic content standards • Developing a teaching unit • National Influences on Curriculum Development • The Influence of National Committees on Schooling and the Curriculum • Teaching with a Purpose • John Dewey and the Progressive View of Education • Making Sense of Standards, accountability and the purposes of curriculum • The Role of textbooks in the curriculum • Why it counts in a diverse world. | Online Quiz 5 | <p>ELOs 1, 2</p> <p>TAG Themes 1, 5</p> |
| 9 | <p>Critical Issues in Curriculum</p> <ul style="list-style-type: none"> • Loewen, J. What is the Result of Teaching History Like This? In J. Loewen's <i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i> (pp. 298-311). New York, NY. Touchstone. • Apple, M. (1993). The Politics of Official Knowledge: Does a National Curriculum Make Sense?. <i>The Teachers College Record</i>, 95(2), 222-241 • Kentli, F. D. (2009). Comparison of hidden curriculum theories. <i>European Journal of Educational Studies</i>, 1(2), 83-88. | Begin working on Reflecting Essay # 2, for class session 11. | <p>ELOs 1, 2</p> <p>TAG Themes 5</p> |
| 10 | <p>More than "What is Taught": The School as a Social Institutions, Part 1</p> <p>Pugach text Ch. 6, pp. 167-206, including</p> <ul style="list-style-type: none"> • The power of the hidden curriculum • The emergence of the Common School in the 19th century • Changing demographics and the schools • Child Abuse (185) • Violence in the schools • Bullying • Smaller schools? • Teen pregnancy • Drug and alcohol abuse • The teacher's role in promoting competence • Meeting individual needs the a humanistic philosophy of education • Why it counts in a diverse world | Quiz 6 | <p>ELOs 1, 2</p> <p>TAG Themes 3, 4, 5</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|--|
| 11 | <p>More than “What is Taught”: The School as a Social Institutions, Part 2</p> <ul style="list-style-type: none"> Morris, E. W. (2005). “Tuck in that shirt!” Race, class, gender, and discipline in an urban school. <i>Sociological Perspectives</i>, 48(1), 25-48. | <p>Reflective Essay #1 on Curriculum</p> <p>Incorporate readings from Class 9 AND Class 11 (you can also include Pugach Ch. 10, but other readings are required). Submit online by 6pm the night before and bring hard copy to class).</p> | <p>ELOs 1, 2</p> <p>TAG Themes 3, 4, 5</p> |
| 12 | <p>Crossing Your Own Familiar Borders to Embrace Diversity</p> <p>Pugach text, Ch. 7, pp. 207-41, including</p> <ul style="list-style-type: none"> Teaching students whose race, class, culture, or language differs from your own Understanding diversity as an asset What changing demographics means for teachers. How knowing about your students’ lives helps you teach Historical note: The Brown v. Board of Education Supreme Court decision Bilingual education White privilege A special responsibility: teaching in a monocultural school Why it counts in a diverse world | <p>Online Quiz 7</p> <p>Mid-term portion of curriculum project</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |
| 13 | <p>Rethinking Teaching as a Culturally Responsive Profession</p> <ul style="list-style-type: none"> Shevalier, R., & McKenzie, B. A. (2012). Culturally Responsive Teaching as an Ethics-and Care-Based Approach to Urban Education. <i>Urban Education</i>, 47(6), 1086-1105. Starnes, B.A. (2006). What we don’t know can hurt them: White teachers, Indian children. <i>Phi Delta Kappan</i> 87(3). Chicago | <p>Reflective Essay # 2: Embracing Diversity, Recognizing Privilege</p> <p>*** Incorporate readings from Class # 12 and 13 into your response. Submit online by 6pm the night before and bring hard copy to class).</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|---|-------------------------------------|
| 14 | <p>Rethinking Teaching as a Culturally Responsive Profession: Understanding Intersectionalities</p> <p>Riviere, D. (2005). Identities and intersectionalities: performance, power and the possibilities for multicultural education. <i>Research in drama education</i>, 10(3), 341-354.</p> <p>García, S. B., Ortiz, A. A., & Sorrells, A. M. (2012). Intersectionality as a Framework for Research and Practice in Special Education. <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>, 13(1), 1-3.</p> | Intersectional Collage (please bring with you to class) | |
| 15 | <p>Understanding the Difference that Difference Makes: Focus on Race and Racism</p> <p>Delpit, L. (2012). " Multiplication is for White People": Raising Expectations for Other People's Children. The New Press, excerpt</p> <p>Sokolower, Jody. "' Multiplication Is for White People": An Interview with Lisa Delpit." <i>Rethinking Schools</i> 27.1 (2012): 25-28.</p> <p>Leung, Y.L. (1987). The model minority myth: Asian Americans confront growing backlash. In L. McIntyre's (Ed.) <i>The Practical Skeptic: Readings in Sociology</i> (5th ed.) (pp. 388-392). New York, NY: McGraw Hill Higher Education.</p> | Prepare for Reflective Response due next class | ELOs 1, 2 TAG Themes 2, 3, 4 |
| 16 | <p>Understanding the Difference that Difference Makes: Focus on Race and Racism: Continuing the Conversation</p> <p>Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Berkeley, CA: Soft Skull Press. (pgs. vii to 31)</p> <ul style="list-style-type: none"> • Video Clip: Blue Eyes Brown Eyes Experiment http://www.youtube.com/watch?v=VeK759FF84s • Video Clip: Should we be Colorblind? http://www.youtube.com/watch?v=wEZJ5rDX9-E | <p>Reflective Essay # 3: Understanding Race and Racism</p> <p>Incorporate readings from Class 15 and 16. Submit online by 6pm the night before and bring hard copy to class).</p> | |
| 17 | <p>Understanding the Difference that Difference Makes: Focus on Class and Classism</p> <ul style="list-style-type: none"> • Ehrenreich, B. (1999). Nickel and dimed: On (not) getting by in America. In L. McIntyre's (Ed.) <i>The Practical Skeptic: Readings in Sociology</i> (5th ed.) (pp. 327-344). New York, NY: McGraw Hill Higher Education. • Loewen, J. (1995). The land of opportunity. In L. McIntyre's (Ed.) <i>The Practical Skeptic: Readings in Sociology</i> (5th ed.) (pp. 317-326). New York, NY: McGraw Hill Higher Education. | Prepare for Reflective Essay due next Class | ELOs 1, 2 TAG Themes 2, 3, 4 |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|--|
| 18 | <p>Understanding the Difference that Difference Makes: Focus on Class and Classism: Continuing the Conversation</p> <ul style="list-style-type: none"> • Newman, K. & Lennon, C. (1995). The job ghetto. In L. McIntyre's (Ed.) <i>The Practical Skeptic: Readings in Sociology</i> (5th ed.) (pp. 345-347). New York, NY: McGraw Hill Higher Education. • Levin, B. (2007). Schools, poverty, and the achievement gap. <i>Phi Delta Kappa</i>, 89(1), 75-76. • Finn, Patrick J. "Preparing for power in elite boarding schools and in working-class schools." <i>Theory Into Practice</i> 51.1 (2012): 57-63. • Anyon, J., & Greene, K. (2010). No child left behind as an anti-poverty measure. <i>Handbook of Research in the Social Foundations of Education</i>, 367. <p>Video Clip: Social Class in America http://www.youtube.com/watch?v=eUgDbCZLPpY Additional Resources:</p> <p>Enrenreich, B., Hochschild, A., & Holt, H. (2012). Nickel and dimed. http://thesummaryreport.com/wp-content/uploads/NickelandDimed.pdf</p> <p>Fergus, Edward. "The Myth of the 'Culture of Poverty'." (2013). http://www.tapartnership.org/events/webinars/webinarArchives/presentationSlides/20130212_CultureofPoverty2_final%20slides.pdf</p> | <p>Reflective Essay # 4 Understanding Class and Classism</p> <p>Incorporate readings from Class 17 and 18. Submit online by 6pm the night before and bring hard copy to class).</p> | |
| 19 | <p>Teaching Students with Disabilities</p> <p>Pugach text, 249-280, including</p> <ul style="list-style-type: none"> • Historical note on exposing institutions for mentally retarded persons • The inclusion movement • Labeling and students with disabilities: does it help or hinder teachers' work? • How labels can lead to inequities • Meeting students diverse educational needs • Building classroom communities where students with disabilities belong • What kind of curriculum is best for students with disabilities> • How technology can help • Disability: The same as or different from other diversities? • Gifted and Talented Students • Why it counts in a diverse world. | <p>Online Quiz # 8</p> <p>Prepare for reflective essay due next class.</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|--|
| 20 | <p>Understanding the Difference that Difference Makes: The Experiences of People with Disabilities</p> <p>Watson, N. (2002). Well, I know this is going to sound very strange to you, but I don't see myself as a disabled person: Identity and disability. <i>Disability & Society</i>, 17(5), 509-527.</p> <p>Morina Diez, A. (2010). School memories of young people with disabilities: an analysis of barriers and aids to inclusion. <i>Disability & Society</i>, 25(2), 163-175.</p> <p>Chan, S. (1998). You're short, besides. <i>Race, Class and Gender: An Anthology</i>, 421-428.</p> <p>Videos: The Woman who thinks Like a Cow http://www.youtube.com/watch?v=PtdTuZp1k5g</p> <p>This Emotional Life: Asperger's Syndrome: Loneliness http://www.youtube.com/watch?v=uL-Mc6zR0A4</p> <p>This Emotional Life: Asperger's Syndrome: All Grown Up http://www.youtube.com/watch?v=uOCw9InXPKM</p> <p>Living and Overcoming a Life with Disabilities http://www.youtube.com/watch?v=_TbWcdN-W8o</p> <p>The "Pretty Good Life" of Christopher Hughes http://www.youtube.com/watch?v=tS-mNoVYCY4</p> | <p>Reflective Essay #5 on People with Disabilities</p> <p>Submit online by 6pm the night before and bring hard copy to class).</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |
| 21 | <p>Understanding the Difference that Difference Make: Gender and Sexism</p> <p>Mead, S. (2006). The truth about boys and girls. <i>Education Sector</i>. http://resources.curriculum.org/secretariat/files/May17TruthBoysandGirls.pdf</p> <p>Williams, J. A. (2013). SECTION IV: MASCULINITIES AND EDUCATION LAW: Girls Can Be Anything... But Boys Will Be Boys: Discourses of Sex Difference in Education Reform Debates. <i>Nev. LJ</i>, 13, 533-619.</p> <ul style="list-style-type: none"> • Video: Tropes vs. Women (watch playlist) http://www.youtube.com/watch?v=uqJUxqkcKKA&list=PLBBDFFEC9F5893C4AF • Video: The Hidden Meanings in Kids' Movies http://www.youtube.com/watch?v=Nx8RRIiP53Q | <p>Reflective Essay #6: Gender</p> <p>Submit online by 6pm the night before and bring hard copy to class).</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|---|
| 22 | <p>Understanding the Difference that Difference Make: Lesbian, Gay, Bisexual and Transgender Youth and Families</p> <ul style="list-style-type: none"> Gastic, B. (2012). Urban Students' Attitudes About Sexual Minorities Across Intersections of Sex and Race/Ethnicity: Data From a Longitudinal Study. <i>Journal of LGBT Youth</i>, 9(1), 42-58. Harper, G. W., Brodsky, A., & Bruce, D. (2012). What's Good About Being Gay? Perspectives from Youth. <i>Journal of LGBT youth</i>, 9(1), 22-41. Queer Youth advice for educators http://www.whatkidscando.org/featurestories/2011/06_queer_youth/index3.html <p>Additional Resources:</p> <ul style="list-style-type: none"> https://www.aclu.org/lgbt-rights/lgbt-youth-schools http://www.apa.org/pi/lgbt/resources/bullying.aspx http://www.lambdalegal.org/know-your-rights/lgbtq-teens-young-adults/how-to-make-school-safer-for-lgbtq-students https://www.aclu.org/lgbt-rights/victim-lgbt-bullying-ohio-school-tells-his-story http://ac360.blogs.cnn.com/2011/10/13/video-school-promotes-lgbt-equality/ | <p>Reflective Essay #7 on LGBTQ Youth</p> <p>Submit online by 6pm the night before and bring hard copy to class).</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4</p> |
| 23 | <p>Engaging all Students as a Democratic Practice</p> <ul style="list-style-type: none"> Freire, P. (1970). The banking concept of education. In P. Freire's <i>Pedagogy of the Oppressed</i> pp. 99-111. New York, NY: Continuum. Hooks, b. (1994). Engaged pedagogy. In b. hooks' <i>Teaching to Transgress</i> pp. 13-22. New York, NY: Routledge | <p>Reflective Essay 8 on Education as a Democratic Practice. Submit online by 6pm the night before and bring hard copy to class</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4, 5</p> |
| 24 | <p>Engaging all Students as a Democratic Practice: The Conversation Continues</p> <p>Video excerpts and discussion of :</p> <ul style="list-style-type: none"> Waiting for Superman The Inconvenient Truth behind Waiting for Superman http://www.youtube.com/watch?v=yLmXV4-CBQ | | |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|--|---|
| 25 | <p>How Governing and Financing Schools Influence Teachers' Work</p> <p>Pugach text, Ch. 10, pp. 331-365, including</p> <ul style="list-style-type: none"> • Influence of local control on schools • Decision making at the building level • The role of teachers unions • Historical note on governing the nations earliest schools • How state governance influences teacher's work • The influence of the federal government • Gender equity • Separation of church and state • The influence of external groups on education • Financing education • Choice: strengthening or weakening public schools? • Home schooling • Why it counts in a diverse world. <p>Ravitch, D. (2010). NCLB: Measure and punish. In D. Ravitch's <i>The Death and Life of the Great American School System</i> (pp. 93-112). New York, NY: Basic Books.</p> | <p>Online Quiz 9</p> <p>Final Group Written Assignment Due</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 5, 6</p> |
| 26 | <p>Ethical and Legal Issues in the Work of Teaching</p> <p>Pugach text, 371-404, including:</p> <ul style="list-style-type: none"> • The Basic Moral Obligation of Teachers • Philosophical note: Nel Noddings and the ethic of care • Day to day challenges of teaching ethically • The School as an ethical community • Ethical Behavior, Codes of Ethic, and Standards of Professional Practice • Historical note: The moral context of colonial schools • How legal issues influence teacher ethical practice. • The debate over teaching evolution • The Personal versus the Professional as Ethical Issues for Teachers • Why it Counts in a diverse World | <p>Online Quiz 10</p> | <p>ELOs 1, 2</p> <p>TAG Themes 2, 3, 4, 6</p> |

| Class # | Topic/ Readings | Assignments Due | TAG ELO(s) TAG Theme(s) |
|---------|--|-----------------|--|
| 27 | <p>Becoming a Teacher: New Vision and Next Steps</p> <p>Pugach, pp. 411-456, including</p> <ul style="list-style-type: none"> • Enduring myths about teaching • Beyond the myths • Teaching as a collaborative and more public form of works • Philosophical note: Collaboration and autonomy for Teacher • Historical note: The emergence of teachers' organizations in the United States • Teacher leadership • Teachers as researchers • Accountability and Control in the Profession of Teaching • Reflection: an enduring habit • Professional development • Long and short term goals • Challenges on the horizon • Global Ed. • World languages Ed. • Resegregation of schools <p>Finding your first teaching positions</p> <ul style="list-style-type: none"> • Bracey, G. W. (1997). A Nation of Learners: Nostalgia and Amnesia. <i>Educational Leadership</i>, 54(5), 53-57. http://www.ascd.org/publications/educational-leadership/feb97/vol54/num05/A-Nation-of-Learners@-Nostalgia-and-Amnesia.aspx <p>Videos</p> <p>Diane Ravitch on The Daily Show http://www.thedailyshow.com/watch/thu-march-3-2011/diane-ravitch</p> <p>Diane Ravitch defends Public Education http://www.youtube.com/watch?v=Qb1Lsod2nts</p> | Online Quiz 11 | ELOs 1, 2 TAG Themes 2, 3, 4, 6 |
| 28 | Group Final Project Posters Sessions (this class session and session 27 may be “flipped” in some classes depending upon when they are scheduled to present their posters in the Arps Atrium to the College of Education and Human Ecology Community | | ELOs 1,2 TAG Themes 2, 3, 4, 6 |

ESCFE 3206 School and Society GE Rationale for Social Diversity in the United States

How do the course objectives address the GE category and expected learning outcomes?

The course topics, readings, and assignments use the schools to contextualize the interrelationship of institutions and the pluralistic nature of society and culture in the United States and across the world. Students explore race and racism, class and classism, gender, sexual orientation, sexuality, ability, and linguistic, ethnic, and religious diversity separately (to further understanding and knowledge of each type of difference) and intersectionally (to illustrate how teachers' and students' identities are shaped and influenced by multiple categories of identity). Through historical and social science reading assignments, students will be able to identify and articulate the ways in which these categories of difference have been socially constructed over time. Students will be able to identify and articulate the ways in which social and political processes, reflected in these categories of diversity, have influenced the rise of schools as institutions, as well as account for the inequality of educational outcomes experienced by different groups of students. Finally, the course affords students an opportunity to consider the difference that social diversity makes as they prepare themselves to be informed, politically engaged citizens, and prospective educators.

How do the readings assigned address the GE category expected learning outcomes?

The readings and multimedia used in the course encompass all of the areas of diversity included in the learning outcomes (race, class, gender, sexuality, disability, ethnicity, and religions) and approach social diversity from a variety of vantage points. Some readings (e.g., Pugach) infuse these topics throughout their discussions of schools as social institutions and classrooms as microcosms of the social processes and diversities that exist in society as a whole. The assigned materials are designed to introduce students to central topics of the course. Others texts are theoretical or grounded scholarly texts that further elaborate on these themes. Wherever possible, care has been given to include first person narratives or multimedia resources that are developmentally more relatable as a way of deepening students' appreciation for the experiences of teachers and youth whose backgrounds are different from their own. Taken together, the readings are meant to provoke and incite understanding and reflection, to help students see the world as others see it, particularly within learning contexts. Classroom discussions regarding the readings are equally important to this critical analysis.

How do the topics address the GE category expected learning outcomes?

The topics not only address all the forms of social diversity included in the learning outcomes, but care has been given to address these topics – through readings, topics and assignments (see the GE Assessment Plan for specific linkages between the expected learning outcomes and course assignments) – in an intersectional manner as well.

How do the written assignments address the GE category expected learning outcomes?

The written assignments address the learning outcomes in two ways: (1) they test mastery of content knowledge regarding the different forms of social diversity (online quizzes and reflective essays), and (2) through formative and summative assessments, the written assignments engage students in ongoing dialogue with the instructor and their peers in identifying, evaluating and critically analyzing their own values, attitudes and behaviors concerning social diversity and how this influences their perspectives regarding schools and children from backgrounds different from their own.

GE Assessment Plan
ESCFE 3206 School & Society
GE Category: Diversity: Social Diversity in the United States

Methods to evaluate learning:

Although all assignments except the biographical essays are assigned a grade (and are summative in that sense), all of the assignments in the formative column are either (a) meant to be revised throughout the course and then integrated into their final group projects and their philosophy of teaching statement, or (b) to be thought of as “first cracks” at thinking about various aspects of social diversity, which are then folded into their Final Group Project/Poster and their Philosophy of Teaching Statement. These activities are based on our belief that it is beneficial for students to have awareness of their own growth over the course of the semester concerning the social diversity goals and learning outcomes.

Although the context in which the GE goals and learning outcomes are applied pertains to schools as institutions and the experiences of teachers and students (which satisfies the TAG goals), the primary purpose of the assignments and evaluations is to assess students’ satisfactory (i.e., a grade of B or better) achievement with the GE learning outcomes.

| Goal or Learning Outcome | Formative | Summative |
|--|---|---|
| <p>Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.</p> | <p>Reflective essays on different aspects of social diversity.</p> <p>Individual/Group Mid-Term: Rethinking Diverse Schools in a Diverse World</p> | <p>Online Quizzes</p> <p>Final Group Written Assignment: Rethinking Diverse Schools in a Diverse World</p> <p>Final Group Poster on Rethinking Diverse Schools in a Diverse World</p> |
| <p>Expected Learning Outcome: Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.</p> | <p>Reflective essays on different aspects of social diversity</p> | <p>My Philosophy of Teaching in a Diverse World Statement (final paper)</p> |
| <p>Expected Learning Outcome: Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.</p> | <p>Reflective essays on different aspects of social diversity</p> <p>Biographical Reflective Essay # 1: Why I Want to Be a Teacher, and What Being a Teacher Means to Me</p> <p>Biographical Essay # 2: How My Autobiography Influences</p> | <p>My Philosophy of Teaching in Diverse World (final paper)</p> |

| | | |
|--|---|--|
| | My Beliefs and Assumptions about Teaching Intersectionality Collage | |
|--|---|--|

Level of student achievement expected:

With the exception of online quizzes, all other assignments will be graded by rubrics designed for specific assignments and available to students on Carmen so that they can assess their own progress. Rubrics grade multiple criteria on a 4.0 scale with a 3.0 signaling proficiency on a criteria and 4.0 signaling mastery. Our goal is to have student achieve a rating of 3.0 and higher on all assignments and overall for the course. The rubrics assess proficiency in the following dimensions that are associated with mastery of the GE learning outcomes: (1) content (proficient grasp of diversity related course content); (2) critical thinking (application, analysis, evaluation, synthesis), especially ability to entertain, communicate and engage in conversations about perspectives different than one’s own) in individual and group projects; and (3) behavior (ability to engage and negotiate differences in sustained conversations regarding diversity with peers). Assessment of proficiency on reflective essays is based upon students’ ability to critically engage a specific topic related to social diversity (e.g. race, class, gender). The rubrics for more cumulative assignments, such as the intersectionality collage, the group project and the philosophy of teaching statement, specifically assess students’ ability to describe, evaluate and integrate the relevance of all the dimensions of the GE learning outcomes (race, gender and sexuality, disability, class, ethnicity, and religion) for schools, teachers and learners (e.g. addressing all of these dimensions is required to achieve proficiency on assignment rubrics that require synthesis and integration).

With respect to Expected Learning Outcome #2, proficiency will be assessed by the ability of students to analyze, evaluate and synthesize their own diversity (how their background influences their perspectives on social diversity), how their background has shaped their values and attitudes, and articulate and describe how their perspectives might be different from those of others. Assignments then require that students apply these GE learning outcomes to the particular context of schools, teachers and students; that is, to consider how their own experiences with social diversity might influence the ways in which they teach students whose race, class, gender, ethnicity, abilities, sexuality is different from their own. The rubrics pertaining to the assignments related to this learning outcome measure mastery as being demonstrated by the students’ consistent ability to identify and communicate their perspectives and understanding of their diversity related values and their origins as well as perspectives different from their own in their written assignments and classroom contributions. Proficiency on our rubrics for assignments pertaining to this learning outcome is measured by consistency in the ability to identify and communicate an awareness of differences in perspectives, a willingness to explore and engage in dialogue where those differences are either not immediately apparent or difficult to entertain, or both.

Follow-up/Feedback Process:

The course is designed so that students are either working (a) on different aspects of larger projects over the course of the semester, or (b) on activities that they can revise and revisit as the course progresses. This iterative process will give both students and instructors the ability to assess students' growth in terms of content acquisition and critical analysis and self-reflection concerning social diversity.

Because all of the assignments and their assessment are directly related to the GE Diversity Goals and Learning Outcomes, instructors will keep track of students who achieve 3.0 and higher as well as to (a) document students who did not achieve 3.0 or higher, (b) identify the causes for a lack of proficiency, and (c) modify the course should some aspect of the course be determined wanting. In order to identify and remediate struggling students throughout the course, two discussion boards will be available to students on Carmen throughout the semester: "Ask the Professor" (for questions or concerns on subject matter) and "How are we doing?" for ongoing feedback regarding the course structure. Students will be able to post anonymously. Student concerns raised in the discussion boards will be addressed, as appropriate. In addition, the instructors will also be available for private help by appointment.



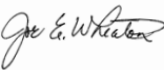
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July 10, 2014

To: Council on Academic Affairs

From: Dr. Joe E. Wheaton 
Associate Chair
Department of Educational Studies

The Department of Educational Studies is putting forth ESCFE 3206, School and Society, as a general education course in Social Diversity in the United States. This course is highly sought after by the students in the Departments of Educational Studies and Teaching and Learning in the College of Education and Human Ecology (Spring Semester, 2014 enrollment was 227 students). Consequently, once this course has been approved, it would be of great advantage to the students to have this course available as a GE course effective Spring Semester, 2015. Therefore, the Department of Educational Studies is requesting the course be added to the Spring Semester, 2015 schedule even if final approval is after the Registrar's September 1 deadline.

Thank you in advance for your consideration of this request.