

## Term Information

Effective Term Autumn 2022  
*Previous Value* Autumn 2018

## Course Change Information

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

We would like to propose that ESPHE 3206 be included as the new GE: Race, ethnicity, and gender diversity foundation for AU22.

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

ESPHE is approved for the former GE under the Social Diversity category. We have updated it to ensure it meets the ELOs for the new GE under the Race, ethnicity, and gender diversity foundation.

### 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)?

None.

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: Philo&Hist of Educ  
Fiscal Unit/Academic Org EHE Educational Studies - 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 a diverse society and education.  
*Previous Value* *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, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, 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, Wooster  
*Previous Value* *Columbus, Lima, Mansfield, Marion, Newark*

## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

#### **Exclusions**

#### ***Previous Value***

Not open to students with credit for EduPL 306.

#### **Electronically Enforced**

Yes

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

### **Subject/CIP Code**

13.0901

### **Subsidy Level**

Baccalaureate Course

### **Intended Rank**

Freshman, Sophomore, Junior, Senior

## **Requirement/Elective Designation**

### **General Education course:**

Social Diversity in the United States; Race, Ethnic and Gender Diversity

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

### ***Previous Value***

### ***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*

## **Course Details**

**Course goals or learning objectives/outcomes**

- 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.
- 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.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Describe the emergence and development of the American education system with a focus on the civic, social, economic and individual aims of education.
- Illustrate how schools, reflect, reproduce and seek to challenge social stratification in society.
- Identify the roles that federal, state and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.
- Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.
- Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.
- Identify various dimensions of educational exclusion, (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.
- Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.
- Describe standards and processes guiding the preparation and professional development of educators.
- Develop knowledge and understanding of Ohio educator requirements, with attention to the reasons for new developments and changes.
- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, language and religion in the pluralistic institutions and cultures of the United States.
- Describe and evaluate schools as institutions and how they influence and are influenced by social, cultural and political processes in the broader society.
- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.
- Cite examples of specific issues for each theme and identify how these might be influenced by issues related to diversit(ies) and social justice concerns.
- Begin to explore how their understanding of social diversity in the United States can help them engage educational problems and their students in a more democratic and inclusive way.

**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

**Sought Concurrence**

No

**COURSE CHANGE REQUEST**  
3206 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/30/2021

**Attachments**

- ESPHE 3206 Syllabus New GenED ERRANTE.docx  
*(Syllabus. Owner: McDonald, Carrie)*
- ge-foundations-submission ESPHE 3206.pdf  
*(Other Supporting Documentation. Owner: McDonald, Carrie)*

**Comments**

- Dr. Guerrero requested the course back for review and small edits. *(by Brown, Danielle Marie on 10/20/2021 11:28 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McDonald, Carrie	10/04/2021 12:41 PM	Submitted for Approval
Approved	Guerrero, Marc Johnston	10/04/2021 01:05 PM	Unit Approval
Revision Requested	Brown, Danielle Marie	10/04/2021 02:47 PM	College Approval
Submitted	McDonald, Carrie	10/04/2021 02:49 PM	Submitted for Approval
Approved	Guerrero, Marc Johnston	10/04/2021 03:32 PM	Unit Approval
Revision Requested	Brown, Danielle Marie	10/20/2021 11:28 AM	College Approval
Submitted	Guerrero, Marc Johnston	12/09/2021 03:15 PM	Submitted for Approval
Approved	Guerrero, Marc Johnston	12/09/2021 03:15 PM	Unit Approval
Approved	Brown, Danielle Marie	12/09/2021 05:19 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/09/2021 05:19 PM	ASCCAO Approval

**ESPHE 3206: School & Society (3 semester hours)**

**INSTRUCTOR: DR. ANTOINETTE ERRANTE**

**COURSE DESCRIPTION**

Welcome to ESPHE 3206, School and Society! This survey course is an introduction to the teaching profession as a context from which to explore 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.

**GE IN FOUNDATIONS: RACE, GENDER, AND ETHNICITY**

This course fulfills the requirements for the GE in Foundations: Race, Gender, and Ethnicity.

**Goal 1:** Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Goal 1 Expected Learning Outcomes: Successful students are able to ...**

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

**Goal 2:** Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Goal 2 Expected Learning Outcomes: Successful students are able to:**

- 2.1 Demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

**This course fulfills the GE learning outcomes by engaging you in readings, discussions, and assignments that**

- Help you understand yourselves as social beings with distinct experiences. You will be encouraged to identify and critically engage the attitudes, values, behaviors, and social markers important to your own self definitions/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 every day 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 identity in terms of race, class, ability, language, ethnicity and so on. These markers—consciously and unconsciously—influence our perspectives regarding who is “like us” and who is “different.”

- Explore the difference that difference makes; that is, how students in the course (and the teachers and students you 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 social markers of identity 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 “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 and/or class and/or gender and/or sexual orientation and/or abilities and/or ethnicity and/or language are 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 your’ 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!

### TAG THEMES

The above framework covers the six themes identified by the Ohio Board of Regents for this course. These themes are:

1. **Standards-based Education:** Introduction to the national and state professional standards (including INTASC, PRAXIS III, SPA’s, NCATE/TEAC, and state academic content standards) which guide the practice of educators in today’s society.
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.
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. *Issues of diversity are infused throughout the course.*
4. **Democratic Issues/Social Justice:** Exploration of the purposes of education historically and currently for individuals, groups and society.
5. **Curriculum and Instruction:** Exploration of a variety of theories of curriculum and instruction.
6. **Legal and Organizational Issues:** Exploration of the legal and organizational context within which schools and teachers operate.

### OVERALL OBJECTIVES FOR THE COURSE (that take GE and TAG learning outcomes into account)

By the end of the course, students will be able to:

- Describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, language and religion in the pluralistic institutions and cultures of the United States, with particular emphasis on schools as institutions and how they influence and are influenced by social, cultural and political processes in the broader society.
- Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others, with particular emphasis regarding their perspectives on teaching children whose race, class, gender and sexuality, language ethnicity and/or abilities are different from their own.

- Demonstrate familiarity with each of the six themes as major components of the teaching profession and how social diversity influences and is influenced by each of the six themes.
- Cite examples of specific issues for each theme and identify how these might be influenced by issues related to diversit(ies) and social justice concerns.
- Begin to explore how their understanding of social diversity in the United States can help them engage educational problems and their students in a more democratic and inclusive way.

### 📖 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 or directly 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.

### Participation, Attendance & Absence Requirements

#### *Class Participation in Class and in Online Discussion Posts*

Your thoughts, experiences and perspectives on the readings are a very important part of our collective learning!!! There are several ways in which you can contribute to it.

- **In-Class Participation.** 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.
- **Online Discussion Posts.** Discussions are a great, informal, way for everyone to engage in critical thinking. You are required to post to class discussion boards. See **assignments below for further instructions.**

To give you an idea of the kind of participation that will help your learning as well as others, here is a rubric for different levels of participation. I encourage you to aim for type 5<sup>1</sup>:

Engagement	Engagement Description
<b>Type 5 (300 points)</b>	<p><b>The Interested Concerned Citizen</b></p> <ul style="list-style-type: none"> <li>• You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.)</li> <li>• You challenge the group (small and large) respectfully.</li> <li>• You ask insightful questions</li> <li>• Your contributions extend the class readings.</li> <li>• In discussion, you refer to text and experience.</li> <li>• You participate regularly with the group and feel a sense of belonging (inclusion with it, responsibility for it).</li> <li>• You share the collective space. (You neither dominate the discussion, nor intimidate, nor remain in the shadows).</li> <li>• You have prepared and thought about the topic before class.</li> </ul>
<b>Type 4 (240 points)</b>	<p><b>The Responsible Student</b></p> <ul style="list-style-type: none"> <li>• You ask questions. Usually these are for clarification rather than instigation.</li> <li>• Your thoughts and questions are related to the readings.</li> <li>• In discussion, you refer to text and to experience.</li> <li>• You participate regularly.</li> <li>• You share the collective space. (You neither dominate the discussion, neither intimidate nor remain in the shadows).</li> <li>• You have prepared and thought before class.</li> </ul>
<b>Type 3 (180 points)</b>	<p><b>Caught Up in the Moment</b></p> <ul style="list-style-type: none"> <li>• You leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.) from the contributions of others.</li> <li>• 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.”</li> <li>• You sometimes participate, sometimes not.</li> <li>• You sometimes prepare and thought before class, sometimes not.</li> </ul>
<b>Type 2 (120 points)</b>	<p><b>The Anonymous Spectator</b></p> <ul style="list-style-type: none"> <li>• You may or may not leave class wondering (pondering, uncertain, surprised, speculating, questioning, struck, stuck, amazed, caught up etc.).</li> <li>• You ask <i>yourself</i> insightful or probing questions. You engage <i>yourself</i> in thought.</li> <li>• You attend and listen attentively to others’ contributions and may find these interesting.</li> <li>• You do not regularly contribute to the group; you may not be very well known to the group/class as a whole.</li> <li>• You have not prepared and thought before class.</li> </ul>

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<sup>1</sup> 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!!

<b>Type 1 (0-100)</b>	<b>Non-Participation/ The Outsider</b> <ul style="list-style-type: none"> <li>• You sometimes come to class, sometimes not.</li> <li>• You arrive late.</li> <li>• You leave early</li> <li>• You attend class and leave class.</li> <li>• You feel disengaged (for a variety of reasons), not included, not responsible.</li> </ul>
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***Class Attendance and Absences***

**In order to qualify for a participation grade, you must be present in class.** 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.

The attendance policy is as follows:

- Any excused absences such as illnesses must be accompanied by official and proper documentation within one week of returning to class.. 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 unexcused absences**. These are to cover things like funerals or general illnesses.
- Three sessions in which you are marked late is equivalent to an unexcused absence.
- **\*4<sup>th</sup> unexcused absence**– 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.).
- **5<sup>th</sup> unexcused 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

**Assignments and Exams**

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

***Weekly Online (Carmen) Quizzes:***

Quizzes will be available on Carmen. You must complete the quiz at least 15 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.

***Bi-weekly Online (Carmen) Discussion Posts on Class Topics:***

Each student is asked to create two postings for each class session's topic.

- **Initial Post:** In a few sentences, discuss what you thought the top 3 main points of the readings were.
- **Second Post:** The second post is a reaction to a classmate's initial post. Reply to someone's initial post with any thoughts/reactions that you had to what they have shared.
- **Posts are due before the class in which readings will be discussed.**
- Posts should be respectful and free from content that could be considered offensive by **any** classmate.

### ***Biographical Statement and Intersectionality Collage: Due Class # 5***

In this assignment you will prepare a biographical statement regarding why you want to become a teacher, what being a teacher means to you and how you feel your autobiography has influenced your beliefs and assumptions about teaching. Consider how various aspects of your identity related to race, class, gender, sexuality, ethnicity, ability, home/family, language, education religion etc, have influenced your belief and assumptions about teaching. You will then prepare a visual representation of this in a collage, 4-5 pages For complete instructions, please see "3206 Biographical Statement and Intersectional Collage Instructions and Rubrics" on Carmen under "Assignment Instructions and Rubrics".

### ***Essay 1: Culturally Responsive Pedagogy: Due Class #13***

What do we mean by culturally responsive pedagogies? Why are culturally relevant pedagogies important? What role do you play in them as a teacher? How do curricular decisions impact culturally relevant pedagogies? (5-7 pages, minimum of 7 different references). For complete instruction and rubric for essays, please see "Essay 1 Instructions and Rubric" on Carmen under "Assignment Instructions and Rubric".

### ***Essay #2: How Shall I be Purposefully Inclusive as a Teacher? Due Class #22***

Using the readings from this class, especially classes #14-22), discuss how race, class, gender and differing abilities sometimes lead to some students being marginalized in schools and classroom and how you propose to create an inclusive environment in your classroom for students whose race, class gender may be different from your own or who may have differing abilities. (3-4 pages) For complete instructions, please see "3206 Essay #2 on Inclusion Instructions and Rubrics" on Carmen under "Assignment Instructions and Rubrics".

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

Includes

- Group project proposal (1 paragraph, due Class Session 6)
- Mid-term (due Class session 15)
- Group paper (Class Session 25)
- Public Group Presentation/Poster (Class session 27 or 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.

**For complete Instructions please consult the Re-Thinking Diverse Schools in a Diverse Society Mid-Term and Final Project Instructions and Rubrics on Carmen.**

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

#### **Class session 6: 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 15: 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.
    - **In order to assist you in learning about the wonderful online tools available to do literature searches through OSU libraries, you will have access to the libraries online tutorial called Make the Leap. You will receive further instructions on how to use this tool**
    - Consult the Annotated Bibliography Rubric to assess your progress on this assignment.

#### **Class Session 25: Written Portion of Group Final Project Assignment.**

**The Group Written Report** can be submitted on Carmen. 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.

In order to ensure the success of your presentations, please prepare your presentation on a tri-fold poster board. I will provide easels!

**Class Session 28: Final Self and Group Assessment**

Your final report is to be done individually. This is a short (2 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 Final 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.
- Although in principle all members of the same group will receive the same grade on the group project, ***reserve the right to assign different grades to individual group members based upon these evaluations as well my observations of individuals' contributions to the project during in-class work on the project.***

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

Your philosophy of teaching statement should build upon your biographical essay, your intersectionality collage, your two essays, your group project, all the readings as well as our classroom discussions. For further instructions, please consult the “Philosophy of Teaching in a Diverse World Instructions and Rubric” on Carmen

**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	Points	Date Due
<b>Participation and Attendance</b>	<p><u>In-Class and Online Discussion Participation:</u></p> <ul style="list-style-type: none"> <li>• <u>refer to participation rubric in syllabus for expectations</u></li> </ul> <p><u>Attendance:</u> Unexcused Absences:</p> <ul style="list-style-type: none"> <li>• 3:pass</li> <li>• 4: final cumulative grade lower by 1/3 of a grade point</li> <li>• 5: course failure.</li> </ul>	300 points	n/a
<b>11 Online Quizzes</b>	5 points possible each  lowest quiz score dropped	50 points	See course schedule; Quizzes must be completed BEFORE class.
<b>Biographical Statement and Intersectionality Collage</b>	See “Biographical Statement and Intersectionality Collage Instructions and Rubric” on Carmen.	120 points	Class Session 5  *Bring Collage and narratives to class
<b>Group Project Course Proposal</b>	While you will be given feedback, it will not be graded.	n/a	Class Session 6
<b>Essay 1: Culturally Responsive Pedagogy</b>	See “Essay 1 Instructions and Rubric” on Carmen.	200 points	Class Session 13
<p><b>MID-TERM: Rethinking Diverse Schools in a Diverse Society Project</b></p> <p>Group and individual assignments are due; grade is for individual annotated bibliography.</p>	See annotated biblio rubric in the “Group Project Instructions and Rubrics” document on Carmen.	200 points	Class Session 15
<b>Essay 2: Inclusion</b>	See “Essay 2 Instructions and Rubric” on Carmen	200 points	Class Session 22
<b>Final Group Written Assignment:</b> Rethinking Diverse Schools in a Diverse Society Project	See rubric for Final Project Group Narrative and Poster	240 points	Class 25
<b>Group Presentation</b>			Class 27 or 28, depending upon your

Assignment/ Requirements	Grading Scheme	Points	Date Due
	See Group Presentation Rubric	Grade part of Final Group Project.	class section. You will present in the Arps atrium.  I will either collect posters and any materials or take pictures of them for feedback purposes.
<b>Assessment of Self and Group</b>	See Group Presentation Rubric	20 points	Class Session 28
<b>Philosophy of Teaching Statement</b>	See Philosophy of Teaching Rubric	120 points	Finals Week

### Overall Grading Scale

A: 1371.75- 1475 points  
 A-: 1327.5- 1371.74 points  
 B+: 1283.25- 1327.4 points  
 B: 1224.25- 1283.24 points  
 B-: 1180-1224.24 points  
 C+: 1135.75- 1179.9 points  
 C: 1076.75- 1135.74 points  
 C-: 1032.5 - 1076.74 points  
 D+: 988.25- 1032.4 points  
 D: 885- 988.24 points  
 E: Below 885 points

## 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.

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accessibility Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the

university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility documentation](#).

### Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### Safe and Healthy Buckeyes:

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained

relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respectful manner. 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
1	<b>Introduction to Course</b> <b>Welcome to 3206!</b>	

Class #	Topic/ Readings	Assignments Due
2	<p><b>On the Purposes of School in American Society</b></p> <ul style="list-style-type: none"> <li>● McCourt, F. (2005). <i>Teacher man: A memoir</i>. Scribner Book Company, 11-24</li> <li>● Mills, C. W. (2000). "The Promise." <i>The sociological imagination</i>. Oxford University Press.</li> <li>● <a href="http://education.fcps.org/lhs/sites/default/files/michelle.richardson/Excerpt%20from%20C.pdf">http://education.fcps.org/lhs/sites/default/files/michelle.richardson/Excerpt%20from%20C.pdf</a></li> <li>● MCINTYRE, L. (2010). "Hernando Washington." <i>The practical skeptic: core concepts in sociology</i>, 18-28.</li> <li>● <a href="http://www.huffingtonpost.com/sean-slade/poverty-affects-education_b_7861778.html?utm_hp_ref=education&amp;ir=Education">http://www.huffingtonpost.com/sean-slade/poverty-affects-education_b_7861778.html?utm_hp_ref=education&amp;ir=Education</a></li> </ul> <p>Video: Taylor Mali: What Teachers Make <a href="http://www.youtube.com/watch?v=0xuFnP5N2uA">http://www.youtube.com/watch?v=0xuFnP5N2uA</a></p>	Online Discussion Posts
3	<p><b>Rethinking Teaching as a Culturally Responsive Profession: Understanding Intersectionalities</b></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., &amp; 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>	Online Discussion Posts

Class #	Topic/ Readings	Assignments Due
4	<p><b>So You Want to Become a Teacher....</b></p> <p>Pugach Text, Ch. 1, pp. 1-15, including:</p> <ul style="list-style-type: none"> <li>• The Rewards &amp; demands of teachings.</li> <li>• Meeting Standards for beginning teaching</li> <li>• Making a Choice about the kind of teacher you want to be.</li> <li>• What Teachers Need.  <a href="https://www.washingtonpost.com/news/answer-sheet/wp/2015/06/01/what-teachers-really-need-to-stay-improve-and-succeed/">https://www.washingtonpost.com/news/answer-sheet/wp/2015/06/01/what-teachers-really-need-to-stay-improve-and-succeed/</a></li> <li>• Children in Poverty.  <a href="https://www.washingtonpost.com/local/education/one-in-five-us-schoolchildren-are-living-below-federal-poverty-line/2015/05/28/2402f164-0556-11e5-bc72-f3e16bf50bb6_story.html">https://www.washingtonpost.com/local/education/one-in-five-us-schoolchildren-are-living-below-federal-poverty-line/2015/05/28/2402f164-0556-11e5-bc72-f3e16bf50bb6_story.html</a></li> </ul> <p>•</p> <p>Links</p> <ul style="list-style-type: none"> <li>• Every Student Succeeds Act (ESSA)  <a href="http://www.ed.gov/essa?src=rn">http://www.ed.gov/essa?src=rn</a></li> <li>• <a href="http://www.ecs.org/ecsmain.asp?page=/html/statesTerritories/state_map.htm">www.ecs.org/ecsmain.asp?page=/html/statesTerritories/state_map.htm</a></li> <li>• <a href="http://ncate.org/">http://ncate.org/</a></li> <li>• <a href="http://www.nasdtc.org">www.nasdtc.org</a></li> <li>• <a href="http://www.teachersforanewera.org">www.teachersforanewera.org</a></li> <li>• <a href="http://www.napds.org">www.napds.org</a></li> <li>• <a href="http://www.ncate.org">www.ncate.org</a></li> <li>• <a href="http://www.ets.org/praxis/index.html">www.ets.org/praxis/index.html</a></li> <li>• <a href="http://www.teachforamerica.org">www.teachforamerica.org</a></li> <li>• <a href="http://www.proudtoserveagain.com">www.proudtoserveagain.com</a></li> <li>• <a href="http://www.ecs.org">www.ecs.org</a></li> <li>• <a href="http://www.nea.org/student-program">www.nea.org/student-program</a></li> <li>• <a href="http://www.cec.sped.org/student/">www.cec.sped.org/student/</a></li> <li>• <a href="http://www.ed.gov/pubs/FirstYear/">www.ed.gov/pubs/FirstYear/</a></li> <li>• <a href="http://www.mightymentors.com/">www.mightymentors.com/</a></li> <li>• <a href="http://www.nea.org/classroom/index.html">www.nea.org/classroom/index.html</a></li> <li>• <a href="http://www.aft.org/teachers/teachertoteacher.htm">www.aft.org/teachers/teachertoteacher.htm</a></li> </ul>	<p>Online Quiz 1 Online Discussion Post</p>
5	<p><b>Learning from Multiple Sources of Knowledge throughout your Teaching Career</b></p> <p>Pugach Text, Ch. 2 pp. 19-55 Video Clip: Chimamanda Adichie: <i>The Danger of a Single Story</i>  <a href="http://www.youtube.com/watch?v=D9Ihs241zeg">http://www.youtube.com/watch?v=D9Ihs241zeg</a></p>	<p>Online Quiz 2</p> <p><b>Bibliographical Statement and Intersectionality Collage</b> (please bring collage with you to class)</p> <p>Please see instructions and rubric on Carmen.</p>

Class #	Topic/ Readings	Assignments Due
6	<p><b>Learning to Teach: What does it Mean?</b></p> <p>Pugach text, Ch. 3 pp. 57-61, 67-84, 90-95</p> <p>Diane Ravitch blog on Common Core  <a href="https://dianeravitch.net/2015/05/26/tom-loveless-why-the-common-core-wont-make-a-difference/">https://dianeravitch.net/2015/05/26/tom-loveless-why-the-common-core-wont-make-a-difference/</a></p>	<p>Online Quiz 3  Online Discussion Posts</p> <p><b>Submit Group Project Proposal</b>  (1 paragraph, on Carmen)</p>
7	<p><b>Critical Historical and Philosophical Issues</b></p> <p>Pugach text, 98-121</p> <p>Brown vs. Board of Ed 60 years later.  <a href="http://www.huffingtonpost.com/2015/05/17/brown-v-board-61-anniversary_n_7293344.html">http://www.huffingtonpost.com/2015/05/17/brown-v-board-61-anniversary_n_7293344.html</a></p> <p>Ken Robinson TED talk: Changing Education Paradigms  <a href="https://www.ted.com/talks/ken_robinson_changing_education_paradigms">https://www.ted.com/talks/ken_robinson_changing_education_paradigms</a></p>	<p>Online Quiz 4  Online Discussion Posts</p>
8	<p><b>In-Class Group Work on Final Project</b></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>
9	<p><b>Using the Curriculum Responsibly: Deciding What to Teach</b></p> <p>Pugach text, Ch. 5, pp. 129-143, 152-161</p> <p>Valerie Strauss, “Four Unintended Consequences of Using Student Test Scores to Evaluate Teachers”  <a href="https://carmen.osu.edu/d21/le/content/11256569/viewContent/8981080/View">https://carmen.osu.edu/d21/le/content/11256569/viewContent/8981080/View</a></p>	<p>Online Quiz 5  Online Discussion Posts</p>

Class #	Topic/ Readings	Assignments Due
10	<p><b>Critical Issues in Curriculum</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Kentli, F. D. (2009). Comparison of hidden curriculum theories. <i>European Journal of Educational Studies</i>, 1(2), 83-88.</li> <li>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.</li> </ul>	Online Discussion Posts
11	<p><b>More than "What is Taught": The School as a Social Institutions, Part 1</b></p> <p>Pugach text Ch. 6, pp. 167-206</p> <p>Valerie Strauss, "How Five Schools meet the Socio-Emotional Needs of their Students"  <a href="https://carmen.osu.edu/d21/le/content/11256569/viewContent/8981084/View">https://carmen.osu.edu/d21/le/content/11256569/viewContent/8981084/View</a></p>	Quiz 6 Online Discussion Posts
12	<p><b>Crossing Your Own Familiar Borders to Embrace Diversity</b></p> <p>Pugach text, Ch. 7, pp. 207-41</p> <p>Shevalier, R., &amp; 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.</p> <p>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>	Online Quiz 7 Online Discussion Posts
13	<p><b>Work on Group Projects</b></p>	<p><b>Essay 1: Culturally Responsive Pedagogy</b>  What do we mean by culturally responsive pedagogies? Why are culturally relevant pedagogies important? What role do you play in them as a teacher? How do curricular decisions impact culturally relevant pedagogies?</p>

Class #	Topic/ Readings	Assignments Due
14	<p><b>Understanding the Difference that Difference Makes: Focus on Race and Racism</b></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>	Online Discussion Posts
15	<p><b>Understanding the Difference that Difference Makes: Focus on Race and Racism: Continuing the Conversation</b></p> <ul style="list-style-type: none"> <li>• Wise, T. (2008). <i>White like me: Reflections on race from a privileged son</i>. Berkeley, CA: Soft Skull Press. (pgs. vii to 31)</li> <li>• Robbie Couch, "This Comic Strip Nails why Poor Americans Aren't "Just Asking for a Handout"  <a href="http://www.huffingtonpost.com/2015/06/02/inequality-privilege-cartoon_n_7484166.html">http://www.huffingtonpost.com/2015/06/02/inequality-privilege-cartoon_n_7484166.html</a></li> <li>• <b>Video A Class Divided.</b>  <a href="http://www.pbs.org/wgbh/frontline/film/class-divided/">http://www.pbs.org/wgbh/frontline/film/class-divided/</a></li> <li>• <b>Video Clip: Should we be Colorblind?</b>  <a href="http://www.youtube.com/watch?v=wEZJ5rDX9-E">http://www.youtube.com/watch?v=wEZJ5rDX9-E</a></li> </ul>	<p><b>Mid-term portion of curriculum project</b></p> <p>Online Discussion Posts</p>

Class #	Topic/ Readings	Assignments Due
16	<p data-bbox="300 262 909 325"><b>Understanding the Difference that Difference Makes: Focus on Class and Classism</b></p> <ul data-bbox="300 357 909 1092" style="list-style-type: none"> <li data-bbox="300 357 909 420">• Ehrenreich, B. (1999). Nickel and dimed: On (not) getting by in America.</li> <li data-bbox="300 430 909 546">• 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.</li> </ul> <p data-bbox="300 577 909 640">Fergus, Edward. "The Myth of the 'Culture of Poverty'." (2013).</p> <ul data-bbox="300 640 909 1092" style="list-style-type: none"> <li data-bbox="300 640 909 724">• <a href="http://www.tapartnership.org/events/webinars/webinarArchives/presentationSlides/20130212_CultureofPoverty2_final%20slides.pdf">http://www.tapartnership.org/events/webinars/webinarArchives/presentationSlides/20130212_CultureofPoverty2_final%20slides.pdf</a></li> <li data-bbox="300 735 909 850">• The Roots of Poverty. <a href="http://www.nytimes.com/2015/05/10/opinion/sunday/the-roots-of-poverty.html?partner=rss&amp;emc=rss&amp;_r=2">http://www.nytimes.com/2015/05/10/opinion/sunday/the-roots-of-poverty.html?partner=rss&amp;emc=rss&amp;_r=2</a></li> <li data-bbox="300 861 909 976">• Neighborhood Inequality in Columbus. <a href="http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html">http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html</a></li> <li data-bbox="300 987 909 1071">• More Kids in Ohio in Poverty. <a href="http://www.dispatch.com/content/stories/local/2015/07/21/more-kids-in-ohio-living-in-poverty.html">http://www.dispatch.com/content/stories/local/2015/07/21/more-kids-in-ohio-living-in-poverty.html</a></li> <li data-bbox="300 1081 909 1092">•</li> </ul>	Online Discussion Posts

Class #	Topic/ Readings	Assignments Due
17	<p><b>Understanding the Difference that Difference Makes: Focus on Class and Classism: Continuing the Conversation</b></p> <ul style="list-style-type: none"> <li>• Newman, K. &amp; 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.</li> <li>• Levin, B. (2007). Schools, poverty, and the achievement gap. <i>Phi Delta Kappa</i>, 89(1), 75-76.</li> <li>• 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.</li> <li>• Anyon, J., &amp; Greene, K. (2010). No child left behind as an anti-poverty measure. <i>Handbook of Research in the Social Foundations of Education</i>, 367.</li> <li>• Why Baltimore is Burning. <a href="http://www.huffingtonpost.com/kevin-powell/why-baltimore-is-burning_b_7161432.html">http://www.huffingtonpost.com/kevin-powell/why-baltimore-is-burning_b_7161432.html</a></li> <li>• Poor Children are Not Just Nails to Pound. <a href="http://www.huffingtonpost.com/steve-nelson/poor-children-are-just-nails-to-pound_b_7427140.html">http://www.huffingtonpost.com/steve-nelson/poor-children-are-just-nails-to-pound_b_7427140.html</a></li> </ul> <p>Video Clip: Social Class in America <a href="http://www.youtube.com/watch?v=eUgDbCZLPpY">http://www.youtube.com/watch?v=eUgDbCZLPpY</a></p> <p>Additional Resources:</p>	Online Discussion Posts
18	<p><b>Teaching Students with Disabilities</b></p> <p>Pugach text, 249-280</p> <p>Hurdles in Pairing General and Special Ed Teachers. <a href="http://www.edweek.org/ew/articles/2015/06/10/hurdles-in-pairing-general-special-education-teachers.html">http://www.edweek.org/ew/articles/2015/06/10/hurdles-in-pairing-general-special-education-teachers.html</a></p>	Online Quiz # 8 Online Discussion Posts

Class #	Topic/ Readings	Assignments Due
19	<p><b>Understanding the Difference that Difference Makes: The Experiences of People with Disabilities</b></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 &amp; 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 &amp; 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><b>Videos:</b>  The Woman who thinks Like a Cow  <a href="http://www.youtube.com/watch?v=PtdTuZp1k5g">http://www.youtube.com/watch?v=PtdTuZp1k5g</a></p> <p>This Emotional Life: Asperger's Syndrome: Loneliness  <a href="http://www.youtube.com/watch?v=uL-Mc6zR0A4">http://www.youtube.com/watch?v=uL-Mc6zR0A4</a></p> <p>This Emotional Life: Asperger's Syndrome: All Grown Up  <a href="http://www.youtube.com/watch?v=uOCw9InXPKM">http://www.youtube.com/watch?v=uOCw9InXPKM</a></p> <p>Living and Overcoming a Life with Disabilities  <a href="http://www.youtube.com/watch?v=_TbWcdN-W8o">http://www.youtube.com/watch?v=_TbWcdN-W8o</a></p> <p>The "Pretty Good Life" of Christopher Hughes  <a href="http://www.youtube.com/watch?v=tS-mNoVYCY4">http://www.youtube.com/watch?v=tS-mNoVYCY4</a></p>	Online Discussion Posts
20	<p><b>Understanding the Difference that Difference Make: Gender and Sexism</b></p> <p>Mead, S. (2006). The truth about boys and girls. <i>Education Sector</i>.  <a href="http://resources.curriculum.org/secretariat/files/May17TruthBoysandGirls.pdf">http://resources.curriculum.org/secretariat/files/May17TruthBoysandGirls.pdf</a></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"> <li>• Video: Tropes vs. Women (watch playlist)  <a href="http://www.youtube.com/watch?v=uqJUxqkcKKA&amp;list=PLBBDfEC9F5893C4AF">http://www.youtube.com/watch?v=uqJUxqkcKKA&amp;list=PLBBDfEC9F5893C4AF</a></li> <li>• Video: The Hidden Meanings in Kids' Movies  <a href="http://www.youtube.com/watch?v=Nx8RRiIP53Q">http://www.youtube.com/watch?v=Nx8RRiIP53Q</a></li> </ul>	Online Discussion Posts

Class #	Topic/ Readings	Assignments Due
21	<p><b>Understanding the Difference that Difference Make: Lesbian, Gay, Bisexual and Transgender Youth and Families</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Harper, G. W., Brodsky, A., &amp; Bruce, D. (2012). What's Good About Being Gay? Perspectives from Youth. <i>Journal of LGBT youth</i>, 9(1), 22-41.</li> <li>• Queer Youth advice for educators  <a href="http://www.whatkidscando.org/featurestories/2011/06_queer_youth/index3.html">http://www.whatkidscando.org/featurestories/2011/06_queer_youth/index3.html</a></li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.aclu.org/lgbt-rights/lgbt-youth-schools">https://www.aclu.org/lgbt-rights/lgbt-youth-schools</a></li> <li>• <a href="http://www.apa.org/pi/lgbt/resources/bullying.aspx">http://www.apa.org/pi/lgbt/resources/bullying.aspx</a></li> <li>• <a href="http://www.lambdalegal.org/know-your-rights/lgbtq-teens-young-adults/how-to-make-school-safer-for-lgbtq-students">http://www.lambdalegal.org/know-your-rights/lgbtq-teens-young-adults/how-to-make-school-safer-for-lgbtq-students</a></li> <li>• <a href="https://www.aclu.org/lgbt-rights/victim-lgbt-bullying-ohio-school-tells-his-story">https://www.aclu.org/lgbt-rights/victim-lgbt-bullying-ohio-school-tells-his-story</a>  <a href="http://ac360.blogs.cnn.com/2011/10/13/video-school-promotes-lgbt-equality/">http://ac360.blogs.cnn.com/2011/10/13/video-school-promotes-lgbt-equality/</a></li> </ul>	Online Discussion Posts
22	<p><b>Engaging all Students as a Democratic Practice</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Hooks, b. (1994). Engaged pedagogy. In b. hooks' <i>Teaching to Transgress</i> pp. 13-22. New York, NY: Routledge</li> </ul> <p><b>Video excerpts and discussion of :</b></p> <ul style="list-style-type: none"> <li>• Waiting for Superman <ul style="list-style-type: none"> <li>• The Inconvenient Truth behind Waiting for Superman  <a href="http://www.youtube.com/watch?v=yLmXV4-CBOQ">http://www.youtube.com/watch?v=yLmXV4-CBOQ</a></li> </ul> </li> </ul>	<p><b>Essay 2: How Shall I Be Purposefully Inclusive as A Teacher?</b></p> <p>Using the readings from this class, especially classes #14-22), discuss how race, class, gender and differing abilities sometimes leads to some students being marginalized in schools and classroom and how you propose to create an inclusive environment in your classroom for students who race, class gender may be different from your own or who may have differing abilities. (3-4 pages)</p>
23	<b>Work on Final Group Projects</b>	
24	<p><b>Bringing it all together: Organizing Good Schools and Good Classrooms</b></p> <p>Pugach text, Ch. 9, pp. 289-31</p>	Online Discussion Posts

Class #	Topic/ Readings	Assignments Due
25	<p><b>How Governing and Financing Schools Influence Teachers' Work</b></p> <p>Pugach text, Ch. 10, pp. 331-365</p> <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 10</p> <p><b>Final Group Written Assignment Due</b></p>
26	<p><b>Ethical and Legal Issues in the Work of Teaching</b></p> <p>Pugach Ch. 11 pp, 371-404</p>	<p>Online Quiz 11</p> <p>Online Discussion Posts</p>
27	<p><b>Group Poster Sessions either class 27 or 28</b></p> <p>Becoming a Teacher: New Vision and Next Steps</p> <p>Pugach, pp. 411-456</p> <ul style="list-style-type: none"> <li>• Every Student Succeeds Act. <a href="https://www.whitehouse.gov/sites/whitehouse.gov/files/documents/ESSA_Progress_Report.pdf">https://www.whitehouse.gov/sites/whitehouse.gov/files/documents/ESSA_Progress_Report.pdf</a></li> <li>• Bracey, G. W. (1997). A Nation of Learners: Nostalgia and Amnesia. <i>Educational Leadership</i>, 54(5), 53-57. <a href="http://www.ascd.org/publications/educational-leadership/feb97/vol54/num05/A-Nation-of-Learners@-Nostalgia-and-Amnesia.aspx">http://www.ascd.org/publications/educational-leadership/feb97/vol54/num05/A-Nation-of-Learners@-Nostalgia-and-Amnesia.aspx</a></li> </ul> <p>Videos</p> <p>Diane Ravitch on The Daily Show <a href="http://www.thedailyshow.com/watch/thu-march-3-2011/diane-ravitch">http://www.thedailyshow.com/watch/thu-march-3-2011/diane-ravitch</a></p> <p>Diane Ravitch defends Public Education <a href="http://www.youtube.com/watch?v=Qb1Lsod2nts">http://www.youtube.com/watch?v=Qb1Lsod2nts</a></p>	<p>Online Quiz 12</p>
28	<p>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</p>	

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

### **GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)