

Concord University
Department of Education
Spring 2019

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Title and Number: EDUC 210, Diversity, Culture, and Education in a Pluralistic Society
CRN: 20553 and 20554
Credits: 3 Hours

Class Schedule and Location: Mondays and Wednesdays from 11:00 to 11:50
Marsh 100
Mondays and Wednesdays from 1:00 to 1:50
Marsh 136

Instructor: **William Williams, PhD**
Professor of Education
Marsh Hall Room 130
Campus Box 45
(O) 304-384-6222
(C) 540-818-6698 (Call before 9:00PM)
(Fax) (304) 384-5398

Office Hours: Monday and Wednesday 10:00-11:00 and 2:00-3:00, Thursday 1:00-2:00 (Unless Department meeting on Friday and then Friday 10:00-11:00) and by appointment.

Website: <http://www.concord.edu/education/>

Prerequisites: 30 Credit hours. English 101 is highly recommended.

Required Textbooks:

Bracey, G. W. (2004). Setting the Record Straight: Responses to Misconceptions About Public Education in the U.S. (2nd Edition) Heinemann.

Koonce, G.L (2014). Taking Sides: Clashing Views on Educational Issues. (18th Edition) McGraw Hill.

Course Management System/Required Materials:

Every student must have access to Blackboard, as we will be using it for this course.

An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com for \$113.00. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use. (Taken from an e-mail from the division chair per company's suggestion)
Blackboard may also be utilized for some aspects of this course.

Hardware/Software Needed: You will need computer access, your Concord e-mail account, and a word processing program, as all papers **MUST** be typed.

Course Description: Provides early identification of teacher education candidates; information for progressing through the teacher education program; and the cultural/sociological, historical, political, and philosophical roots of American education. A 25-hour school-based field experience is required. A grade of C or better is required.

Course Rationale: The course addresses the standards for preprofessional teachers and provides knowledge and skills for the preservice teacher that will aid in the process of becoming 21st Century Professionals.

Concord University's Mission:

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly activities, and to serve the regional community.

Concord University provides rigorous programs, primarily at the baccalaureate level, which prepare students to pursue various graduate study and career options and to assume leadership and professional roles in a multicultural society. In keeping with its tradition of service to the region, the University will offer a limited number of carefully selected graduate degrees. While we incorporate a variety of educational methodologies/technologies, our size and the caring dedication of our faculty, staff and administration are the principal assurances of a quality educational opportunity at Concord University.

As a learning community, Concord University is committed to furthering knowledge through professional development activities and programs, through research, and through the application, publication and appreciation of scholarly efforts.

The primary purpose of Concord's mission is academic; however, the service the University provides to its state and region goes beyond the classroom. Concord University contributes to the quality of cultural and economic life in southern West Virginia through collaboration with both public and private organizations and agencies and through extension of its support and assistance into the region it serves.

Ultimately, Concord University measures its success by the fulfillment alumni find in their careers and throughout their lives.

Concord University Department of Education Mission Statement

The mission of the Educator Preparation Program (EPP) is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The EPP strives to provide all teacher candidates at the initial and advanced level

with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

The EPP collaborates with representatives from public schools, professional groups, government, and other programs within the University to prepare educators and to cooperate in the development of educational policies. The EPP also strives for the improvement of education at the local, state, regional, and national levels in that the improvement of schooling results in a more literate and enlightened citizenry. This in turn contributes to the proliferation of democratic values and enhances our position in the global economy.

Instructional Strategies: Instructional strategies that may be used in this course include: teacher presentation and demonstration, exploratory learning, questioning, small group and independent learning activities, projects, online experiences, and reciprocal teaching. The course consists mostly of classroom meetings and assignments, but some online (Blackboard) instruction and evaluation may be utilized.

Course Goals:

The following table links the course objectives to the Conceptual Framework Objectives, West Virginia Professional Educational Standards for Teaching, and Praxis II Objectives.

Course Objectives: Upon satisfactory completion of this course, the student will:	WV Professional Teaching Standards	WV Educational Technology Standards (ISTE)	Praxis II	Concord University Educational Goals
1. Analyze the advantages and disadvantages of being a teacher	4A, 4C		IV.A.2.	Knowledge
2. Describe the teacher certification process	4A, 4C			Knowledge
3. Analyze the profession of teaching	4A, 4C, 5A	10,18,20,23		Knowledge Skills
4. Analyze the social and cultural issues and trends affecting education in America's schools	2C, 3C	21,	I.B.6., I.B.2.	Knowledge
5. Identify and discuss issues involved in communicating the need, principles, and procedures for educating and involving parents.	4B, 5F			Knowledge Skills Attitude
6. Examine the philosophical roots of American education	1A, 4C	27,	I.A.1., I.C.1., IV.A.3	Knowledge
7. Analyze the school's physical environment	2C, 2F	4,	I.C.4.,	Knowledge Skills

8. Describe the major school reform efforts	1A	6	I.B.3., IV.B.4	Knowledge Skills
9. Identify the various purposes and expectations assigned to the classroom teacher and the public school system	2C, 2D, 2E, 3B	3,	II.C.1.- II.C.5	Knowledge Skills Attitude
10. Describe the major historical events in the development of American education	1A, 4A		IV.A.2	Knowledge
11. Identify the major court cases and laws that impact education and teachers.			IV.B.4	Knowledge

Educational Technology Standards:

- | | |
|---|------|
| 1. Technology Operations and Concepts | B |
| 2. Planning and Designing Learning Environments and Experiences | B |
| 3. Teaching, Learning, and the Curriculum | |
| 4. Assessment and Evaluation | B |
| 5. Productivity and Professional Practice | C |
| 6. Social, Ethical, Legal, and Human Issues | B, C |

COURSE REQUIREMENTS AND EVALUATIONS:

Attendance: The goal of this course is to learn, and in order to achieve that goal you must attend class, since learning will not consist of just reading the material. It will also consist of presenting material, viewing presentations, engaging in classroom discussions, and writing, editing, and revising papers in class. Your overall grade will be lowered by 2% for each tardy or missed class, after the first tardy and/or absence. Assignments, tests, quizzes, etc. can only be made up with an excused absence. You are expected not to miss more than two classes. Excessive absences will result in the student being dropped from the course and receiving a failing grade.

Writing: Students are expected to write on a college or graduate level, depending on the course in which they are enrolled. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within 48 hours. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

ASSIGNMENTS/COURSE REQUIREMENTS

It is the expectation of the instructor that each student will come to class having read the assigned material, reflected on said material, and completed the assignment due for that class period. These assignments can be found on the Class Schedule/Agenda, but some assignments will be assigned in class and some adjustments may be made to the Class Schedule, so attendance is doubly important, as is being prepared for each class.

Students' opinions on issues related to education and factors influencing education, will not only be welcome, they will be expected. It is also expected that all students' opinions will be respected by the entire classroom community. This does not mean you have to agree with your fellow students, or the instructor for that matter, but you must be able to demonstrate the professionalism required in the teaching profession, by respecting all differences, even those of opinion. These opinions should show reflection on the material, connection to personal experience, and a culmination of past educational experiences, as a liberal arts education should provide.

The ideas that will guide our study in the course include, but are not limited to:

1. What are the historical foundations of our education system?
2. What creates and defines knowledge?
3. What evidence supports our speculation as to the source of knowledge and its dissimulation?
4. What is our personal philosophy of education?
5. Where did our philosophy come from?
6. How will it impact our teaching?
7. What difference does our knowledge make?
8. What are current issues in education?
9. What are the elements and demographics of the field placement school?

Written work should be of high quality. Any writing done outside of class, excluding journal entries, should be proofread by one of your peers, have no spelling or grammar errors, and convey to the reader a well thought-out and supported argument. Written work that does not meet what the instructor deems as college level writing will not be accepted. Some aspects of writing that will not be acceptable include: poor grammar and/or organization, not meeting the page length requirements, inappropriate line-spacing, and font size beyond 12 pt. This list is not an exhaustive list; therefore, it is the student's responsibility to proofread their own work and even seek outside help through tutoring, seeing the professor, having another person read their paper, or any combination of these proactive attempts to improve the quality of the work one will submit.

Reflection Project

- The student will create a project that denotes why they are embarking on the rewarding, intellectually stimulating, and exciting profession of teaching. This project should demonstrate the student's willingness to express why they have chosen this field, as well as demonstrate their ability to share their talents with others. Possible projects could include: drawing, song (written and/or sung), sculpture, scrapbook, monologue, dance, etc.. There are many forms this project could take. Just telling your audience why you want to be a teacher will not be acceptable. Students should use some type of prop or have some sort of artifact. Each student will present their project to the class and explain: 1. Why they picked this type of expression and 2. How they meant it to convey their interest in entering the field of

teaching. Each student will also be required to turn in a one page paper that addresses the questions above and summarizes why they want to enter the teaching field. **Due: January 28, 2019.**

Class Participation/Quizzes

- As noted above, students will be expected to show up to class having read the material, properly reflected on the material, and completed any assignment due. Students will also be asked to contribute to class discussions in the form of cooperative learning, jigsaw methods, open class discussion, Socratic Discussion, partner discussion, etc. While the instructor is aware that some students do not like to share their views in class, it is extremely important that teachers be able to communicate their ideas to students, and therefore this will be a required feature of this class. In addition, there will be various assignments made throughout class that are not classified elsewhere. These assignments will fall under class participation.

Field Experience: Multigenre Project and Journal

- There is a **25 hour REQUIRED** field experience that is part of this class. You will fail the course if you do not complete this field placement. During this field experience you will be required to submit written documentation of your experiences in a creative project that demonstrates thoughtful reflection on the experience. Guidelines for the **Multigenre Project** will be forthcoming.
- You will write a multigenre paper that will be based on your observations during your field placement. This is not your normal five paragraph essay. It has revolutionized the way teachers and students view the research paper. The multigenre paper, while creative and even enjoyable, requires students to move beyond one method of communicating information, and allows them to entice the reader through various forms.

For this project you will focus on the school where your placement for Foundations of Education is taking place and write a multigenre paper on that topic. In focusing on your school, you will take notes on various aspects of the school, the community, the surroundings, the students, the teachers, the staff, and any other aspect that you find interesting or important. You will use at least eight different genres to explore your topic. Your genres should lend themselves to the topic at hand and provide the best method for telling your own story and your research findings in a creative essay/research paper.

- We will workshop the various elements/pieces of the paper together in class, in writers' circles.
- We will review each others' work with sensitive and intelligent feedback.
- We will utilize our classmates in the peer editing and revising process, which is what you will want to do in your own classroom.
- More information about this project will be provided in class, as we explore our schools, their communities, and this unique and creative project.

Philosophy of Education Paper

- Each student will write an educational philosophy paper during the semester. This paper should be informed by their observations during their field experience, their own experiences in the classroom, insight gained from studying various educational philosophies and theories, insights gleaned from the course readings, and any other influence that plays a part in the kind of teacher they would like to become. This paper will be from 3-5 typed pages, with

correct spelling and grammar. It is highly recommended that students proofread their own papers and have someone else proofread them as well. The instructor will provide a format that must be used for this paper. It is important to remember that this paper could be part of your portfolio, which will be used in evaluating you for admission into the Teacher Education Program.

Issues in Education Daily Presentation

- Each student in the class will present on the assigned reading during one of the class meetings. The presentation must address/include the following:
 - Be 10 to 20 minutes in length (will be timed and points lost for over or under)
 - Address one of the readings assigned for that day
 - Highlight at least three elements from the reading(s)
 - Answer questions from others in the class (at least two)
 - Demonstrate meaningful reflection on the material
 - Connect the issue to a current event/news story (see NPR, etc.)

If the instructor feels that the student was ill prepared or that their attempt was less than the quality required, he may have the student present a second time on different material on a different day.

Reaction and Current Event Paper

- Students will submit a three to four page paper in which they will respond to the assigned class readings and connect the readings to scholarly work, and in some cases current news events. These writings should demonstrate thoughtful reflection, synthesis of material, and an ability to communicate clearly in writing. These writings must use APA style (see The OWL), consist of proper grammar and spelling, and genuinely reflect an engagement in the material. These papers will be due on the date noted on the agenda and will be a reaction to the readings prescribed by the instructor.

Reading Quizzes

- Quizzes will be utilized as a way of encouraging reading, research, and further study. Quizzes may or may not be announced. It is the student's responsibility to be prepared for each class. Some of the quizzes will be to assist students in becoming familiar with various aspects of the education program or the field of teaching in general. There may be 5 to 10 quizzes during the semester. The lowest quiz grade may be dropped. If you are not in class during a quiz you will receive a 0. There may be opportunities to make up a quiz grade by attending lectures, workshops, etc.

****Please be advised that West Virginia certification now requires that all students seeking certification must be finger printed and a criminal background check will be conducted before certification will be granted. If you are aware of any possible criminal action that may prevent you from receiving certification, please see Dr. Richard Druggish for further clarification and advising.**

Grading Policy: Student work will be graded based on the assignment requirements, which can be found in the syllabus and/or the assignment sheet for the given assignment. In some cases a rubric will be used. It is the student's responsibility to refer to the syllabus and assignment sheet, as well as contacting the instructor should they have any questions regarding an assignment.

Make-up Policy and Late Work: If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student's responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence.

Late work is accepted at the instructor's discretion. If a student does not turn in an assignment they should see the instructor as soon as possible.

Grades:

Reflection Project	(5%)
Class Participation	(10%)
Philosophy Paper	(20%)
Multigenre Project	(15%)
Issues in Education Daily Presentation	(10%)
Reaction and Current Event Paper	(20%)
Quizzes	(20%)

Grading Scale:

Grading:	A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83
	C+ 77-79	C 74-76	C- 70-73	F 69 or below	

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) You may be dropped from the course for having excessive absences. Your overall grade will be lowered by 2% for each tardy or missed class, after the first tardy and/or absence.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Academic Resources:

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: <http://www.concord.edu/academics/academic-success-center/drop-tutoring>

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

Syllabus Disclaimer:

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

BIBLIOGRAPHY:

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- Cuffaro, H. K. (1995). *Experimenting with the world: John Dewey and the early childhood classroom*. New York: Teachers College Press.
- Garrison, J. (1997). *Dewey and eros: Wisdom and desire in the art of teaching*. New York: Teachers College Press.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and tougher standards*. Boston: Houghton Mifflin.
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- Shoemaker, D. J. (2005). *Theories of delinquency: An examination of explanations of delinquent behavior (5th ed.)*. New York: Oxford University Press.
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