EED 3001: MANAGING THE CLASSROOM COMMUNITY FOR U.S. DIVERSE LEARNERS
OAKLAND UNIVERSITY, SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES

COURSE INFORMATION
COURSE NUMBER: EED 3001 **CRN**: 41054

FALL 2018, PAWLEY HALL 250K, 4 CREDITS

THURSDAY, 8:00 TO 11:20, SEPTEMBER 5, 2018 TO DECEMBER 15, 2018

COURSE DESCRIPTION
This course acquaints prospective teachers with the importance of interactive skills associated with diversity, including race, ethnicity, religion, gender, sexual orientation and/or socioeconomic status as it influences and enhances the classroom community; provides students with the fundamentals of classroom management; requires substantive written assignments. This course also includes a required field experience and satisfies the university general education requirement in U.S. diversity.

Prerequisite for writing intensive: completion of the university writing foundation requirement.

This course also includes a 30-hour field placement in a school that represents U.S. diversity. Some of your assignments will be connected to your field placement.

GENERAL EDUCATION REQUIREMENT
Completion of this course satisfies the university general education requirement for a writing intensive course in general education or the major, not both.

COURSE FORMAT
Traditional face-to-face

PROFESSOR INFORMATION

NAME
Dr. Danielle Ligocki

OFFICE LOCATION
Pawley Hall, Office 470C

MY OFFICE HOURS
are on Thursdays from noon to 2:00 and by appointment

YOU CAN REACH ME
at (248) 370-2159 in my office, (815) 378-1549 on my cell or at danielleligocki@oakland.edu via email. You can usually expect a response within 24 hours during normal business hours. Please feel free to contact me again should you not hear back from me.

PROFESSOR EXPECTATIONS

As your professor, I am here to help you learn and grow. With that in mind, just as I have expectations for you, you should also have expectations for me. Please note that you will receive graded assignments within one week of turning it in, except for rare occasions. You will receive responses to e-mail within one day. Finally, you should expect that I am always willing to help you on assignments or with fieldwork. Please just reach out in person or electronically.

LEARNING OUTCOMES

Upon completion of the program, students will demonstrate the following skills in relationship to grades K-12:

INSTRUCTION

1. Articulate and practice what constitutes meaningful interaction with students, parents, teachers and other school personnel.
2. Debate the implications of various classroom management approaches.

US DIVERSITY

3. Demonstrate knowledge of how diverse value systems and societal structures are influenced by at least two of the following: race, gender, ethnicity, sexuality and ability.
4. Identify major challenges and issues these raise in society.

WRITING

5. Demonstrate knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.
6. Demonstrate effective rhetorical strategies appropriate to the topic, audience, context, and purpose

LEARNING GOALS FOR CANDIDATE PERFORMANCE

- Demonstrate readiness to assume responsibility for classroom teaching and to use appropriate teaching practices, including effective communication and classroom management skills.
- Demonstrate respect and value for human diversity and the ability to work with others including parents, colleagues, and community professionals to meet the needs of diverse populations.
- Use research, best practices, and ongoing formative assessment to evaluate and improve student learning and personal learning and productivity.
- Demonstrate a commitment to continue personal and professional growth and to make ongoing contributions to their profession as a future transformative educator.

ENDURING UNDERSTANDINGS

Upon completion of this course, students will understand:

- The demographic, economic, political, technological, and social changes in society
- Diversity and learning; culture and style; the brain and learning; and how all of these hold implications for different instructional strategies
- How to recognize, acknowledge and value individual differences and understand how those differences impact educational equity and equality
- The importance of varied models of instruction in order to accommodate all learners

ESSENTIAL QUESTIONS

- How do changes in society impact the classroom?
- What does it mean to manage a classroom effectively and equitably?
- How does student diversity in regards to learning, culture and personality style affect classroom management?
- What are some of the significant issues facing public schools in the United States?
- What is the difference between equity and equality?
- How does the use of rewards in the classroom affect students and their learning?
- What does it mean to act as a transformative educator, rather than simply a tolerant educator?

NORMS FOR THIS COURSE*

1. Acknowledge that oppression (i.e., racism, classism, sexism, etc.) exists.

2. Acknowledge that one of the mechanisms of oppression (racism, classism, sexism, etc.) is that we have been systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).

3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.

4. Agree not to blame victims for their oppression.

5. Assume that people (both the groups we study and the members of the class) are always doing the best they can.

6. Actively pursue information about our own groups and that of others.

7. Share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.

8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.

*Written by Lynn Weber Cannon, Memphis State University, 1986.

TEXTBOOKS AND MATERIALS

1) Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes.* Boston: Houghton Mifflin Company.

2) Landau, B. (2003). *The art of classroom management: Building equitable learning communities, 2nd edition.* New York: Pearson

3) Covey, S. (2008). *The leader in me: How schools and parents around the world are inspiring greatness, one child at a time.* New York: Free Press.

4) Additional articles and readings will be assigned throughout the course and posted on Moodle.

STRATEGIES FOR ACTIVE READING

As you study and think about the course readings, please keep in mind that there are different ways to read a text. You can apply certain critical/analytic lenses to illuminate issues and themes within texts. For example, you could read a text from a feminist perspective, paying attention to how the relationship between gender and power permeates the text's meaning. There are other orientations to reading that, for this class, you should adopt first. I describe these "ways of reading" as *reading with prepositions.* These include the following:

- Reading *within* the text: You should read all texts for meaning and comprehension, attempting first to understand the author's central arguments and the ways in which he or she attempts to achieve them.
- Reading *around* the text: You should read all texts sensitive to the contexts in which they were written. How does the context in which the author is writing shape the contents of the text?
- Reading *against* the text: Only after you have made sense of a text and situated it within its various contexts can you be critical of it. Reading against a text, you might ask questions such as the following: Who benefits from the ideas in the text? Whose perspectives, if any, are overlooked? What is the value of the ideas in the text? Disagreeing with texts is not intellectually presumptuous; rather, it is an intellectual necessity in most cases.

*Adopted from David Kirkland, Michigan State University, 2012

HIGH LEVERAGE TEACHING PRACTICES

[Teaching Works](), an organization out of the University of Michigan, has established what they call 19 "high leverage teaching practices" that they have concluded are critical to a teacher's success in the classroom. While we cannot focus on all 19 throughout this course, we will pay close attention to numbers 10 and 12 throughout the semester.

All 19 practices are as follows:

1. Leading a group discussion.
2. Explaining and modeling content, practices, and strategies.
3. Eliciting and interpreting individual students' thinking.
4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain.
5. Implementing norms and routines for classroom discourse and work.
6. Coordinating and adjusting instruction during a lesson.
7. Specifying and reinforcing productive student behavior.
8. Implementing organizational routines.
9. Setting up and managing small group work.
10. Building respectful relationships with students.
11. Talking about a student with parent or other caregivers.

12. ==Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.==
13. Setting long-and short-term learning goals for students.
14. Designing single lessons and sequences of lessons.
15. Checking student understanding during and at the conclusion of lessons.
16. Selecting and designing formal assessments of student learning.
17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.
18. Providing oral and written feedback to students.
19. Analyzing instruction for the purpose of improving it.

MODES OF INSTRUCTION

In class, a variety of learning activities and instructional strategies will be used. Information will be conveyed using lecture, multi-media, and course reading materials. Concepts will be clarified using cooperative group and whole class discussions and tasks.   Projects and assignments have been designed to allow for reflection on the teaching process leading to effective classroom management; critical recognition and understanding of diversity and a commitment to transformative education.

ASSIGNMENTS

Students who complete each assignment should not assume full credit will be given. The quality of the assignment will be considered during the evaluation process. Quality refers to, but is not limited to, the following: proper use of Standard English, neatness, manner of presentation, degree of professional insight and timeliness. Evidence of quality that exceeds the instructor's normal expectations of pre-service teachers must be apparent to receive full credit.
All assignments must be typed in 12 pt. font, following all APA formatting guidelines. When e-mailing assignments, please put EED 3001 in the subject line. Always retain a copy of your work for your own records

EVALUATION

Listed below are the activities that will be evaluated. The number of points that you earn will be divided by the number of points possible. Apply the percentage to the scale below.

In addition to formal evaluation through assignments and activities, informal and ongoing assessment of your performance in class and your growth as both a learner and an educator will take place during each class meeting.

Assignments	Points Possible	My Score
Participation	65	
Student Led Discussion	15	
Gendered Toy Analysis	20	
Classroom Management Inquiry Pt. 1	15	
Classroom Management Inquiry Pt. 2	15	
Classroom Management Inquiry Pt. 3	20	
Reading Questions	60	
Field Notebook	15	
Self-Reflection Paper	25	
	Total:	My Score:

SYNOPSIS OF ASSIGNMENTS

READING QUESTIONS
There will be reading questions posted on Moodle each week that students must completed (5 multiple choice questions or one constructed response question). Questions open approximately one week before class and close one hour before the beginning of class.

GENDERED TOY ANALYSIS
For this assignment, you will select a toy, game, or character that is targeted toward children and conduct an analysis about how it constructs boyhood or girlhood. What indirect messages does it send about how "boys are" or how "girls are"? How have toy or game makers changed it over the years for these purposes, etc.? Full description in Moodle.

CLASSROOM MANAGEMENT INQUIRY
This inquiry project will have you looking at different classroom management approaches in your field, connecting them to different ideas of democratic management in the text, and looking at how students experience the systems too. Full description in Moodle.

- *Part 1:* this part will have you underline explore the classroom management systems of your field placement teacher and compare and contrast it with relevant parts of *The Leader in Me*
- *Part 2:* this part will have you interview two students at your field placement school to understand how they experience the classroom management system of your field placement teacher.
- *Part 3:* this part will have you evaluate the classroom management system of your field placement teacher through some keys ideas of democratic classroom management we learned in the course.

STUDENT LED DISCUSSIONS

Approximately every week there will be a student-led discussion on the given chapter in *Punished by Rewards.* Each student (in groups of 2 or 3) will lead a discussion during the semester. **Discussion leaders will meet with me electronically prior to the discussion to go over questions and to make sure you're ready to lead the discussion.** Full description in Moodle.

SELF REFLECTION PAPER

Throughout the semester we will read about and discuss many ideas that you may not have entertained before. Some may be unsettling, some may be enlightening, but they will all act as a form of learning and growth. In this paper, you will discuss how your understanding of classroom management and diversity has changed throughout the course of the semester. You will also describe how these new ideas have contributed to what you want your own classroom environment to look and feel like one day. Full description in Moodle.

FIELD NOTEBOOK

While observing in your field placement, it is important to not only become a part of the classroom environment and culture, but also to focus your observations on the concepts that we are learning throughout the semester. With that in mind, you will have a field notebook (or guided observation forms that I provide to you) that you will use to take notes on assigned topics. Full description in Moodle.

GRADING

As of Fall 2018, OU will be using a "letter grade" scale. There is no "A+". Commonly, satisfactory undergraduate grades are "C" and above, while satisfactory graduate grades are "B" and above. In the School of Education, when enrolled in professional courses, you must complete each course with no lower than a B-.

Generally, grades are viewed as follows:

- *A range* – Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of English skills, both written and oral
- *B range* – Competent, mastery of basic content and concept, adequate use of English
- *C range* – Slightly below average work, has met minimum requirements but with difficulty
- *D range* – Has not met requirements of assignment/course, has significant difficulties in many areas
- *F* – Has not completed requirements; has not officially withdrawn from course before drop date

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	NEW PERCENTAGE	OLD SCALE
A	93 – 100%	4.0
A-	90 – 92%	3.7
B+	87 – 89%	3.3
B	83 – 86%	3.0
B-	80 – 82%	2.7
C+	77 – 79%	2.3
C	73 – 76%	2.0
C-	70 – 72%	1.7
D+	67 – 69%	1.3
D	65 – 66%	1.0
F	Below 65%	0.0

USING MOODLE AND OTHER TECHNOLOGIES
Moodle will be used on a regular basis for this course. You will see the weekly schedule and outline from the beginning of the semester. Posted under each week will be any additional readings, along with assignments to turn in, quizzes to take or forums to which you should respond. All assignments will be turned in via Moodle and grades will be updated in Moodle as well.

TECHNOLOGY BACK-UP PLAN
In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel to another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP
- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
- For access to technology and in-person assistance, call or visit the Student Technology Center (Link to Student Technology Center: https://www.oakland.edu/stc/).
- For general technology assistance, consult the OU Help Desk (Link to Help Desk: https://www.oakland.edu/helpdesk/).

RESPECT RULES OF NETIQUETTE
- Respect your peers and their privacy.
- Use constructive criticism.
- Refrain from engaging in inflammatory comments.

CLASSROOM AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

1. *ACADEMIC CONDUCT POLICY.* All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

   a. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.

   b. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

   c. **Falsifying records** or providing misinformation regarding one's credentials.

   d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

   For more information, review OU's [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

2. *BEHAVIORAL CODE OF CONDUCT.* Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

   a. **Integrity.** See academic conduct policy points above.

   b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.

   c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)

   d. **Responsibility.** Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/)

ACCOMMODATION AND SPECIAL CONSIDERATIONS

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](https://www.oakland.edu) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the Study Aids webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

ATTENDANCE POLICY

Students are expected to attend all classes and participate in the class activities. Missing class cannot be compensated for due to the complex nature of class. During classroom discussion and other activities, students themselves contribute their knowledge to other students' understanding, as well as the instructor's understanding. We will all miss your active participation if you are not present. As a professional courtesy, you should notify the instructor via e-mail of the reason for any missed classes. Notification does not constitute an excused absence. Three unexcused absences may result in a grade of 0.0. Since you cannot participate in class activities and discussions if you are not present, the participation grade may be affected by absence, tardiness and early departures. While I appreciate the busy lives that we all have outside of the classroom, success in this class depends upon being an active member of this class.

PARTICIPATION

We learn a lot from the comments and insights of others. Your participation reflects the degree and quality of your contributions from your readings and other preparations, as well as the sharing of relevant ideas and experiences. You will be assessed based upon the **quality** and **frequency** of your responses and contributions in class and in group work. Absence, tardiness and early departure affect this grade because those that are not present are unable to participate. 5 points will be deducted for non-participation due to absence and 1-4 points will be deducted for each instance of tardiness or early departure (depending on the amount of time).

EXCUSED ABSENCE POLICY

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see Academic Policies and Procedures. (Link to Academic Policies and Procedures: https://www.oakland.edu/provost/policies-and-procedures/)

RELIGIOUS OBSERVANCES

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The OU Diversity Calendar for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

PREFERRED NAME POLICY

OU's Preferred Name Policy ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

SEXUAL MISCONDUCT

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to

speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

ADD/DROPS
The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM
As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: https://www.oakland.edu/advising/faculty-feedback/)

EMERGENCY PREPAREDNESS
In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: Run, Hide, or Fight.

CELL PHONE POLICY
Please put your cell phones away during class. I would appreciate it if you would refrain from texting or browsing while in class. Taking pictures or recording anything (including visuals) in class is prohibited, unless stated otherwise. If you are expecting an important message and need to keep your phone close, please let me know before class. If cell phones or devices are being used for other than the day's class activities, you will be asked to please put them away. I fully understand how reliant we all are on our cell phones, but it is imperative that during class, we are all truly present and acting as active participants.

LIVE TEXT

This course requires a LiveText subscription. LiveText allows you to create and submit course assessments online and allows for long-term storage of projects, documents, and your teaching portfolio. Only one LiveText subscription is needed for the length of your program. Therefore, if you already have purchased LiveText for another course, you need not purchase an additional subscription for this course. If the purchase of LiveText is a hardship for you, please see your instructor. You can find more information at https://www.oakland.edu/sehs/student-resources/livetext/ and can purchase your five year LiveText Student Membership: Field Experience Edition license from https://www.livetext.com/purchase-register-membership/.

TENTATIVE COURSE SCHEDULE

Week	Date	Essential Questions and Main Topics	Reading (due before class)	Assignments Due
1	Sept 6	Course introduction Syllabus and norms What do YOU want out of this class? Tolerance vs. Transformation Equity vs. Equality Describe your ideal classroom	*The Leader in Me*, Chapter 1 *Punished by Rewards*, Intro "What if everything you knew about disciplining students was wrong?" (on Moodle)	
2	Sept 13	Students, diversity, and human variation Classroom management inquiry project, how to interview a teacher 3 models of classroom management	*The Leader in Me*, Chapters 2 & 3 *Punished by Rewards*, Ch. 1 Landau, Ch. 1	Reading Questions 1 Discussion Group 1
3	Sept 20	Legal aspects of the classroom Gender, sex, education, and children Begin examining The Representation Project	Landau, Ch. 2 *Leader in Me*, Ch. 4 *Punished by Rewards*, Ch. 2	Reading Questions 2 Discussion Group 2
4	Sept 27	Do boys and girls think differently? Are there play and emotive differences between boys and girls? What about differences in aggression? Continue with The Representation Project	*Leader in Me*, Ch. 5 *Punished by Rewards*, Ch. 3 "Myth of Pink and Blue Brains" (on Moodle)	Think of a toy or game you used to enjoy when you were younger. Bring a picture of it (or the toy itself!) to class and we'll talk about it. Reading Questions 3 Discussion Group 3
5	Oct 4	What are the experiences of LGBTQ students in schools according to national surveys? Understanding sex, sexuality, gender Looking at gender, toys and play Introduce gendered toy analysis	Landau, Ch. 3 *Punished by Rewards*, Ch. 4 GLSEN 2015 Survey results overview (on Moodle)	Part 1 of Classroom Management Analysis due via Moodle Reading Questions 4 Discussion Group 4

			LEGOS & Gender videos (Pts. 1 & 2, on Moodle)	
6	Oct 11	Do classrooms always have to be quiet? Rethinking rules and norms Social constructivism Net widening and net deepening	Landau, Ch. 4 *Leader in Me*, Ch. 8 *Punished by Rewards*, Ch. 5 "Child Centered Classroom Management" (on Moodle)	**Reading Questions 5 Discussion Group 5**
7	Oct 18	Racial identity development in children Power in the classroom Black students in terms of punishment, expulsion and suspension	*Punished by Rewards*, Ch. 6 "Is my skin brown because I drink chocolate milk?" (on Moodle) "Black Students Face more Discipline" (on Moodle)	**Gendered toy analysis due via Moodle** **Reading Questions 6 Discussion Group 6**
8	Oct 25	Racial Identity development in adolescents Types of Racism Allostatic Load	*Punished by Rewards*, Ch. 8 "Why are all the Black kids sitting together in the cafeteria?" (on Moodle) Watch clip from *Cracking the Codes*	**Part 2 of Classroom Management Analysis due via Moodle** **Reading Questions 7 Discussion Group 7**
9	Nov 1	Are there genetic differences between races? Where do our ideas of race come from? Courageous and critical questions about race.	*Punished by Rewards*, Ch. 9 and Ch. 11	**Reading Questions 8 Discussion Group 8**
10	Nov 8 ONLINE	Racial identity in White people	"I'm not ethnic, I'm normal": The development of white identity. (on Moodle)	**Reading Questions 9**

			"White privilege: Unpacking the invisible knapsack" (on Moodle) "The discourse of denial: how white teacher candidates construct race, racism and 'white privilege'" (on Moodle) *Leader in Me,* Chapter 9	
11	Nov 15	How to give consequences in a democratic classroom What REALLY works in a classroom?	Landau, Ch. 5 *Punished by Rewards,* Ch. 12	**Reading Questions 10** **Discussion Group 9**
12	Nov 29	"Invisible" students Who do we see in our classrooms each day? Students with disabilities and non-native speakers	Landau, Ch. 6	**Reading Questions 11**
13	Dec 6	Understanding diversity in the grading mix Wrapping it all up	Landau, Ch. 7	**Reading Questions 12** **Part 3 of Classroom Management Analysis due via Moodle**
14	Dec 13	Final Exam Week – NO CLASS MEETING		**Self Reflection Paper due by 8AM on December 13**