

Oakland University
School of Human and Educational Services
Department of Teacher Development and Educational Studies (TDES)
EED 3001

Managing the Classroom Community for U. S. Diverse Learners
Fall 2018 4 Credits 12:00 – 4:20 pm Graham Elementary School

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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. Includes a required urban field experience. Satisfies the university general education requirement in U.S. diversity. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both. Prerequisite for writing intensive: completion of the university writing foundation requirement.

Contacting Your Professor

The best way to contact me is through email. I usually return emails within 24 hours. I also welcome a face-to-face chat at any time.

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.

If you do not identify with the name that is listed with the registrar's office, please notify us so that we may appropriately amend our records. In addition, if you prefer to go by a different pronoun, please inform your instructors.

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.*

Required Text/Materials:

Covey, S. R. (2008). *The leader in me*. New York: Free Press.

Kohn, A. (1999) *Punished by rewards*. New York: Houghton Mifflin

Smith, D. Fisher, D., & Frey, N. (2015). *Better than carrots and sticks*. Alexandria VA: ASCD

Other readings as assigned

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.

Graded Assignments

Participation (20% of course grade): Your first assignment for this class is full participation in all class discussions and activities – every day! As a teacher, you owe your students and colleagues full participation and you should begin practicing that behavior now. Obviously, you cannot participate if you are not here so my expectation is that students will miss class only when circumstances outside of their control make it necessary (e.g., death in the family, chronic illness). Please inform me ahead of class if you have to miss.

Moodle Forums (20% of course grade): There are four forum sites on the Moodle site. Three of these are accompanied by a video to view and one by a national report to review. These postings should expand your knowledge base about your students’ life situations and the social

reality they live with. You are responsible for **posting on each of these forums and responding to at least two** of the postings made by your classmates.

Mid-term Assessment Classroom Scenario Analysis (30% of course grade): For this assignment, you will read a series of classroom scenarios. Each scenario describes a typical situation you will likely deal with as a teacher. Your task will be to analyze the situation and determine which of the management approaches you have read about and discussed in class would be most appropriate and effective in dealing with the situation. This will be done during class time and your response will be in writing.

Final Assessment – Meeting the needs of diverse students (30% of course grade): This assessment requires you to respond to a series of questions about diversity. These are the kinds of questions you might be asked during an interview for a teaching position. As with the Mid-Term Assessment, this will be done during class time and your response will be in writing.

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

Academic Conduct Policy

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct. Cheating and plagiarism are considered serious offenses at Oakland University. All allegations of academic misconduct will be reported to then Dean of Students and, thereafter to the Academic Conduct Committee. Anyone found guilty of cheating in this course will receive a course grade of 0.0, in addition to any penalty assigned by the Academic Conduct Committee. Please refer to the Oakland University Undergraduate Catalog to read the full Academic Conduct Policy.

EED 420 Summer 2017	Course Outline		
Date	Readings	Activities	Assignments
Day 1 Sept 5	“Ways of being at risk. The case of Billy Charles Burnett” “What if everything you knew about disciplining kids was wrong?” PBR Chapter 1 (16) “Three Classroom Management Ideas” (7) 23 pages	Classroom meeting - course goals Review Course Assignments and Field Placement Activities Discuss Billy Charles Four Approaches to Classroom Management	
Day 2 Sept 12	“Three Classroom Management Ideas” PBR – Chapter 2 (15) LIM – Chapters 1 & 2 (24) 39 pages	What you value in your classroom	The Restoration Project Forum
Day 3 Sept 19	PBR – Chapter 3 (14) BCS – Chapter 1 (20) “Black Students Face More Discipline” Black preschoolers more likely to face suspension (1) Skim “Being a Girl and Being a Boy” 34 pages	Discuss assumptions about minority achievement Net Widening Add to our Classroom Values Chart Discuss “Being a Girl and Being a Boy” Failing at Fairness	LEGOS & Gender Videos Forum
Day 4 Sept 26	Catch-up Day PBR – Chapter 4 (19) LIM – Chapter 3 (27) 46 pages	No Class	
Day 5 Oct 3	BCS – Chapter 2 (31) LIM Chapter 4 (19) 50 pages	Choice Theory 1 Types of Racism Classroom management/Values Crosswalk	
Day 6 Oct 10	“Child Centered Classroom Management” (11) PBR – Chapter 5 (28) 39 pages	Choice Theory 2	
Day 7 Oct 17	“The Principal Facts” (skim) PBR – Chapter 6 (21) BCS – Chapter 3 (30) 51 pages	Building Your Classroom Culture Critical Conversations about Race	
Day 8 Oct 24	“Democratic Consequences” (skim) LIM Chapter 5 (19) BCS Chapter 4 (25) 44 pages	Chronic Stress Restorative Justice	
Day 9 Oct 31	LIM – Chapters 6 (28) BCS – Chapter 5 (26) 54 pages	Mid-Term Assessment Classroom Scenario Analysis	Cracking the Codes Forum
Day 10 Nov 7	PBR – Chapter 8 (28) 28 pages	Catch-up Day	

Day 11 Nov 14	PBR – Chapter 11 (31) LIM Chapter 8 (26) 57 pages	Courageous Conversations about Race Allostatic Load The Role of Motivation	
Day 12 Nov 21	Thanksgiving	No Class	
Day 13 Nov 28	LIM Chapter 9 (16) BCS Chapter 6 (17) 34 pages	MacIntosh Activity Reaffirming the classroom and school community	GLSEN Survey Forum
Day 14 Dec 5	“When Boys Won’t Be Boys” (13) 13 pages	Sexuality and Gender 101 Joel Burns Notes on Anti-Gay slurs	
Day 15 Dec 12	Final Assessment		