

**Oakland University**  
**School of Human and Educational Services**  
**Department of Teacher Development and Educational Studies**

TD 5104 – 4 credits  
Managing the Secondary Classroom for Educational Equity

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**Office Hours:** We are here to help you grow and learn as a student. With that in mind, we are happy to meet with you. We are usually in the classroom early and will be glad to meet with you then, as we are not available after class. You are welcome to call or e-mail with your questions, comments or problems.

**Because this is summer session, office hours will be by appointment only. Please feel free to contact either one of us to set up a time to meet.**

### **Contacting Your Professor**

The best way to contact us outside of class is by e-mail. If you e-mail with a concern or question during the week, you can normally expect a response within 24 hours.

### **Required Text/Materials:**

Various articles, web postings and videos included on the Moodle site for the class plus at least one of the following:

You will choose from one of the following:

Dance, L. J. (2002). *Tough Fronts*. New York: RoutledgeFalmer.

Delpit, L., (2012). *Multiplication is for White People*. New York: The new Press.

Howard, G. R. (2006). *We can't teach what we don't know: white teachers, multiracial schools*. NY: Teachers College Press.

Michie, G. (2009). *Holler if you hear me: The education of a teacher and his students*. NY: Teachers College Press.

### **Course Description:**

Engages prospective teachers in the process of understanding and exploring the issues of equity in the classroom and the school community and developing a proficiency in meeting the diverse needs of learners in that environment. The focus will be on establishing an effective classroom environment that is appropriate for a wide range of diverse students.

### **Enduring Understandings**

Upon completion of this course, students will understand:

- How to effectively manage a secondary classroom full of diverse learners.

### **Course Objectives:**

Upon completion of this course, students will know:

1. The basic details of the demographic, economic, political, technological, and social changes in society;
2. How to apply their knowledge of diversity and learning, culture and style, the brain and learning, and the implications for instructional strategies;
3. How to actively recognize individual differences and their impact on educational equity and equality;
4. The importance of varied models of instruction to accommodate all learners.

### Essential Questions:

- What attributes of teachers do students react most positively to? How do we become those kinds of teachers?
- How do changes in society impact the classroom?
- What does it mean to manage a classroom effectively?
- 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, especially during difficult economic times?
- What is the difference between equity and equality?
- What does it mean to act as a transformative educator, rather than simply a tolerant educator?
- What attributes of classrooms and instruction do students react most positively to?

### InTASC Model Core Teaching Standards addressed in this course:

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### Course Activities:

1. Demonstrate knowledge of the significant changes in society and competency in lesson design and selection of instructional strategies to meet the needs of all learners;
2. Recognize student diversity in learning, culture, and personality style;
3. Articulate a significant issue facing US public schools in difficult economic and societal times;
4. Discuss the importance of equity for all learners and distinguish the differences between equity and equality.

### Course Requirements and Performance Assessment:

1. Leadership is demonstrated through preparation for and participation in class discussion.
2. Attendance and promptness are essential considerations in a learning community.
3. Completion of and responses to reading assignments.
4. Thorough research and effective presentations on assigned topics.

### 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

### **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.

### **Modes of Instruction:**

In class, a variety of learning activities 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.

### **Academic Conduct Policy**

Students are expected to submit assignments that conform to university policies governing dishonesty and misconduct (see the "Academic Conduct Policy" in the Oakland University Undergraduate Catalog). Cheating and plagiarism are taken very seriously at Oakland University. All allegations of academic misconduct will be reported to the Dean of Students and, thereafter, to the Academic Conduct Committee for adjudication. Anyone found guilty of cheating in this course may 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. Students are encouraged to use the Academic Writing Center for feedback and guidance relative to completion of their academic work.

## 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. 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 something 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. We are all here to actively contribute and learn from each other.

## Attendance

You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an *active listener* – tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

All absences count against your final grade (Excused absences: 2 points for full session, 1 points for ½ class or for tardy. Unacceptable absences: 4 points for full session, 2 points for ½ class or tardy). Excused absences are those for which you have a valid excuse with documentation and (1) you notify us in advance of class (by 4pm on the day of class so I can record the class for you); (2) you complete an outline from the recording of class; and (3) you complete all assignments from the class session. If you know you are going to miss a class, talk with us prior to that time so I can record the class session for you (of which you will submit a full outline of the course). Help us understand why the absence is necessary. Also, make a plan to get the information from that class. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call one of us at the phone numbers above and leave a voicemail message. In any event, communicate with us as soon as possible so I can audio record the class for you.

Absences for which you have not pre-notified me or absences that are not considered valid become "unacceptable" absences. Unacceptable absences will have a stronger negative impact on your grade: two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences (with valid excuses or not) from the class will significantly lower your grade and even cause you to have to retake the course. Finally, multiple instances of lateness to class can also significantly lower your grade.

## Professional Demeanor

You are expected to model the conduct and behavior befitting a professional educator. The manner in which you conduct yourself should be appropriate to the high standards set by Oakland University students. Work should be timely and meet professional standards.

## 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 emailing assignments, please put TD 5104 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.

### **Policy for Late Work:**

At times, students fall into unexpected challenges during the semester. If this happens to you, be sure to inform your instructor as soon as possible so we can work out a plan together that keeps you on a successful track in this course. Please familiarize yourself with the [incomplete policy](#) found in your catalogue in case of dire circumstances and you need to take this route.

An assignment is late if it is not turned in during or before the class period it is due. Homework assignments are due before that week's class meeting. It is expected that if you do not have an assignment on the day it is due that you notify the instructor at the start of class. Score for the work turned in up to one week late (by the beginning of the next class meeting) is a penalty up to the score x 75%. After the one-week deadline, the assignment may not be accepted and a score of "0" may be recorded unless previous arrangements have been made with the instructor. In the interest of equitable assessment, I prefer not to penalize for late work. I'd rather you reach out to me ahead of time so that we can work through a timeline that works for both of us.

### **Assignments with Points Possible**

<u>Assignment</u>	<u>Points Possible</u>	<u>My score</u>
Participation (in class)	20	
Online Requirements	20	
Module 1 Reflection	5	
Module 2 Reflection	5	
Module 3 Reflection	5	
Module 4 Reflection	5	
Student-Led Book Discussion (Modules 2 & 3)	10	
Instruction and Teacher Attributes Study	10	
Final: Classroom Management Study	20	
<b>TOTAL</b>	100	(divide your score by 100)

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**Grading Scale:**

Considered "A"s		Considered "C"s		Considered "D"s	
4.0	100%-98.6%	2.9	79.59-78.6	1.9	69.59-68.6
3.9	98.59-96.6	2.8	78.59-77.6	1.8	68.59-67.6
3.8	96.59-94.6	2.7	77.59-76.6	1.7	67.59-66.6
3.7	94.59-92.6	2.6	76.59-75.6	1.6	66.59-65.6
3.6	92.59-90.6	2.5	75.59-74.6	1.5	65.59-64.6
		2.4	74.59-73.6	1.4	64.59-63.6
		2.3	73.59-72.6	1.3	63.59-62.6
Considered "B"s		2.2	72.59-71.6	1.2	62.59-61.6
3.5	90.59-88.6	2.1	71.59-70.6	1.1	61.59-60.6
3.4	88.59-86.6	2.0	70.59-69.6	1.0	60.59-59.6
3.3	86.59-84.6				
3.2	84.59-82.6				
3.1	82.59-80.6				
3.0	80.59-79.6				

\*\*\*\*\*Synopsis of Assignments\*\*\*\*\*

**Assignments:**

- 1) Class discussions: You are expected to take part in the in-class discussions. Having a voice as issues are considered is important not only for you but for your classmates as well. During these discussions, it is expected that dialogue is always respectful and courteous, especially when discussing difficult topics. Clearly, you cannot participate in class discussion if you are not present in class.
- 2) Online Conversations: You will engage in online conversations each week in response to the posted online readings and/or videos. The expectation is that you will post at least one observation of your own and respond to at least one posting made by a fellow class member. These original postings should be substantial enough to make your response clear and expressive, supported by evidence from the reading, video or prompt. When responding to your classmates, a strong response is not one sentence in length. It is expected that all online work is completed prior to 11:59 PM on the day of that class.
- 3) Instruction and Teacher Attributes Study: This two part paper is a synthesis of your experience as a student, your communication with professionals in the field, and your traversing through the literature on managing a classroom.
- 4) Classroom Management Study: Using the plan provided to you in class, you will study and critique the plan based on your own experiences, your interactions with professionals in the field, as well as the readings and discussions from this course. (see below)
- 5) Group book study: You will select a book to read from those listed above. Close to the end of the semester, each small group will lead a discussion centered on their book. (see below)

**Course Schedule:**

This course will be divided into four modules. The first and fourth module will be taught by Dr. Francis. The second and third module will be taught by Dr. Ligocki.

Module 1: May 7th, May 9th (online), and May 14th: Attributes of a Teacher

Module 2: May 16th (online), May 21st, and May 23rd (online): Understand Culture and Diversity

Module 3: May 30th (online), June 4th, and June 6th (online): Building and Maintaining Relationships

Module 4: June 11th, June 13th (online), and June 18th: Instruction and Classroom Culture

Final presentations will be on June 25th, in class.

Session	Topic	Readings (to be completed before class, unless otherwise noted)	Assignments Due
Mon., May 7	Module 1: Attributes of a Teacher	none	In class synthesis
Wed., May 9	Module 1: Attributes of a Teacher	finding 3 pieces on attributes of teachers in the literature & interviewing professionals in the field	Online discussion
Mon., May 14	Module 1: Attributes of a Teacher	TBD	Reflection on Module 1
Wed., May 16	Module 2: Critical and Courageous Discussion about Race, White Privilege and Identity	“Segregation in Schools” “White Privilege: Unpacking the Invisible Knapsack” “Excerpts from <i>Why are all the Black Kids Sitting Together in the Cafeteria?</i> ”	Moodle Forums Based on Readings
Mon., May 21	Module 2: Racial Disparities in Regard to Discipline	Video on Race Performance Expectations (in class)  “Black Preschoolers Far More Likely to be Suspended” “Black Students Face More Discipline” (posted on Moodle, read before class)	
Wed., May 23	Module 2: Gender Identity, Gender Bias and Experiences of LGBTQ Youth	GLSEN Survey The Representation Project “Brains in Pink and Blue” “Smart Girls,	Moodle Forums Based on Readings Reflection on how race, ethnicity, culture, gender and sexuality will impact

		Hardworking Girls” “Being a Girl and Being a Boy”	classroom management.
<b>Mon., May 28th</b>	<b>No Class</b>	<b>Memorial Day</b>	
<b>Wed., May 30th</b>	Module 3: Holistic Approach to the Democratic Classroom	What do teachers really make? Excerpt from <i>The Art of Classroom Management</i>	Moodle Forums Based on Readings
<b>Mon., June 4</b>	Module 3: Invisible Students and Democratic Consequences	Excerpt from <i>The Art of Classroom Management</i> (posted on Moodle, read before class)	
<b>Wed., June 6</b>	Module 3: Creating and Revising Classroom Rules, Power in the Classroom	Excerpt from <i>The Art of Classroom Management</i>	Moodle Forums Based on Readings Reflection on what a democratic classroom looks like and how you will consider rules, consequences and power in the classroom.
<b>Mon., June 11</b>	Module 4: Instruction and Classroom Culture	TBD	none
<b>Wed., June 13</b>	Module 4: Instruction and Classroom Culture	finding 3 pieces on classroom culture and/or instruction & interviewing professionals in the field	online forum
<b>Mon., June 18</b>	Module 4: Instruction and Classroom Culture	TBD	Reflection on Module 4
<b>Wed., June 20</b>	Work Day		
<b>Mon., June 25</b>	In-class presentations		Final Presentations of Classroom Management Studies
<b>Wed., June 27</b>	Final class		Upload book studies to Moodle Course evaluations online



## Group Book Study

The form and fashion of your discussion is open but you should cover the following items (please don't make it a check list, you're better than that, make it engaging!):

- A. Overview of book – set the context: who is the author? What brought him/her to write the book ?
- B. Discuss controversial or sections of personal disagreement
- C. Include some compelling quotes (5 are required)
- D. Encourage class feedback and input
- E. Ask probing questions
- F. Give an evaluation of book
  - a. Was it helpful? Frustrating? Encouraging? Discouraging? Elaborate.

You are welcome to provide summary handouts for class and use Powerpoint (maximum of 15 slides) if you wish but it is not required.

You will be evaluated using the following:

	2	1	0
Overview	Discussion articulated who is the author, what brought him or her to write the book and other interesting and insightful information regarding the text	Students briefly discussed author and purpose, but some elements are absent from discussion	Students did not discuss the author and/or their purpose. Other insightful information is not present.
Critical Thinking, Controversy and Disagreement	Students articulately shared the controversies around the book and any areas of disagreement and supported these opinions. They push their peers to think critically and analytically about these issues.	Students briefly shared a controversy or disagreement, but do not support their opinions. They call upon the class to participate, but they pose questions where the answers are obvious or do not involve a lot of thinking.	Students do not share criticality in regards to the text and do not call upon the class to think critically or participate in any meaningful way.
Compelling Quotes	Students include at least 5 quotes and share why these are important to the text and what these words mean to them.	Students include less than 5 quotes and do not clearly articulate their meaning.	Students include less than 3 quotes and do not attach any meaning to them.
Class Feedback and Questioning	Students get their peers actively talking and thinking and participating for the entire discussion.	Students do have some lecture, but most of the time the students are engaged and actively participating.	Students lecture the class; there is no chance for participation or active learning.
Adding to Knowledge and Evaluation of Text	Students expand on what has been read in the text in ways that are interesting and memorable.	Students share some information regarding their text, but do not give a thorough evaluation of the text.	Students do not evaluate the text or share more than basic information from the text

## Classroom Management Study

Ideally, we would have field placements for this course so that you would have been able to immerse yourself in the culture of a classroom and deeply analyze the components of the management system and how it affects students. However, since we do not have that opportunity, we will instead spend time analyzing a plan that a high school teacher put together in order to manage her classroom.

I am asking you to critically reflect on the management plan and look at the potential benefits and downfalls that it brings. Additionally, I will be asking you to make reasonable suggestions that might improve the overall equity and democratic feel of the classroom.

Step One: Read “The Smart Classroom Management Plan for High School Teachers: A Simple Way to Improve Behavior and Motivate Students”

Step Two: Take notes throughout the semester from readings, class discussions, interviews with professionals, and videos that support not only the type of classroom that you would like to run, but also the type of classroom that would be defined as equitable and democratic based on this class.

Step Three: Create a thoughtful, thorough presentation of a management system you will implement based on your learning throughout the course. Make sure to address the following questions. Responses should be critical, thoughtful and include suggestions to improve in that particular area.

- What attributes of yourself as a teacher currently would you consider strengths? Weaknesses? What plan do you have to try to strengthen your weak areas?
- What (if any) generalizations does the plan make about secondary students?
- How does this plan address shared power in the classroom?
- How does this plan address permanent value in the classroom?
- What does this plan seem to say about equity versus equality when it comes to classroom management and behavior modification?
- How does this plan address equitable assessment?
- How does this plan use consequences?
- How does this plan work to include students and parents in the process?
- What aspects of the classroom do you think most impactful for helping students engage meaningfully?
- What aspects of the instruction do you think most impactful for helping students engage meaningfully?
- In general, is this type of plan that you could see using in your classroom? If so, please explain why (with support from our readings). If not, please explain why and what you would do to change it (with support from our readings).

You are free to submit this project in any format you choose (powerpoint with thorough presentation notes, an analysis paper, interpretive dance, etc.). You will be evaluated based on the quality of your writing/work. This includes addressing every question listed above, as well as citing readings and supporting your answers with in-text citations. Each question will be worth 1.5 points, except for the final question which will be worth 5 points. The project will be worth 20 points total.

Please remember that at this level, it is expected that basic mechanics of writing are not problematic. Capitalization, punctuation, spelling and proper APA citation and formatting are expected and points will be deducted for papers that have not been carefully edited and revised.