

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

**TD5103-3 Credits**  
**Managing the Classroom Environment for Diverse Learners**

*To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin (Hooks, 2004).*

**Instructor:** Dr. Jeanne VanLaan  
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You are welcome to call me or e-mail me with your questions, comments or problems. Feel free to use the Moodle **questions and answers** forum on Moodle. Your questions may resonate with your peers and be helpful to others.

**Contacting Your Professor**

The best way to contact me outside of class is by during school day hours is by e-mail. If you e-mail me with a concern or question during the week, you can normally expect a response within 24 hours. Between the hours of 2:30-7:00pm I am generally available by phone.

**Required Text:**

Landau, B. M. (2003). The art of classroom management, 2<sup>nd</sup> Ed. New York: Prentice Hall

**Book Study Choices**

Ayers, W. (2010). To teach: The journey of a teacher. Third Edition. New York: Teachers college press.

Gardner, H. (2000). The disciplined mind: Beyond facts and standardized tests, the K-12 education that every child deserves. New York: Penguin Putnam.

Kohn, A. (1999). The trouble with gold stars, incentive plans, A's, praise, and other bribes. New York: Houghton Mifflin.

Kozol, J. (1991). Savage inequalities: Children in america's schools. New York: Random House.

Richhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools*. San Francisco: Josey-Bass.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican youth and the politics of caring*. New York: SUNY Press.

### **Required Articles:**

All articles will be posted on Moodle or hard copies will be provided. The article that assist in our first study are included below.

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 70-92.

Delpit L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-298.

Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education*, 60(April), 73-85.

### **Course Description:**

Engages prospective teachers in the process of understanding and exploring the issues of equity in the classroom and the school community. Assists in developing an understanding of how to meet the diverse needs of learners. The focus will be on establishing an effective classroom environment that includes the wide range of diversity in students.

### **Course Objectives:**

The objective of this course is to engage students in learning about the complexities and issues surrounding human diversity when teaching and learning. Students will be exposed to ideas that examine bias, expose inequities, and make all attempts to hear the voices of those living on the margins of society. Engagement in classroom activities will provide a model for engaging in equitable practices.

### **Guiding Questions:**

- What does it mean to teach?
- What does it mean to learn?
- How can you establish a classroom based on equity?
- How does one build bridges to the life worlds of others?
- What shifts are necessary for schools in the United States to keep pace with changing demographics?
- How do you know if your classroom management is effective?
- What influence might diversity have on classroom management?

## **InTASC Model Core Teaching Standards:**

### **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.

### **Attendance/Class Participation**

You will not want to miss this class and you will want to come prepared to participate. 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 which we all will enjoy full participation. Please do not risk the loss of class points by not coming to class. If you are going to be late please send me a text so that I can start class without you.

Teacher candidates must communicate with their field placement teacher about any absences.

### **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 follow all APA formatting guidelines.**

### **Bi-Weekly Writings:**

Bi-weekly writings are two pages in length, double spaced. Topics of focus will be provided to you in class and posted on Moodle. In your bi-weekly writing you are asked to reflect on course readings as they apply to your experience and understandings. Use of APA formatting is required.

### **Moodle Postings/Discussion:**

Your Moodle postings will be in response to your learning in this course. Bi-weekly questions will be posted that relate to what you have learned in this course. Pushing your own thinking and that of your peers is the desired outcome of Moodle posts. Two questions will be posted every other week. Requirements include answering both questions and responding twice to your peers. In total, you will each provide four entries bi-weekly on Moodle: two answers that demonstrate your own thinking and two responses to the answers others have provided. An



3.3	86.59-84.6	2.0	70.59-69.6	1.0	60.59-59.6
3.2	84.59-82.6				
3.1	82.59-80.6				
3.0	80.59-79.6				

**Academic Conduct Policy:**

Students are expected to 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.

**Illegal Discrimination or Harassment: (OU Course Catalogue)**

University policy prohibits illegal discrimination. Please see the OU Course Catalogue for further information. In cases involving alleged illegal discrimination or harassment by a university employee, the student should contact the Office of Inclusion and Intercultural Initiatives, 203 Wilson Hall, (248) 370-3496.

**Informational Phone Numbers:**

- Area code: (248)
- Admissions: 370-3167 (graduate)
- Disability support services: 370-3266, 370-3268 (TDD)
- Information: 370-2100
- International student services: 370-3358, 370-3268 (TDD)
- Loans and student employment: 370-2550
- (Financial aid office) Scholarships and grants: 370-3167 (graduate students)
- Student affairs: 370-4200

