

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
Summer 2018 4 Credits May 7 - June 1, 12:30 – 3:50 pm Graham Elementary School

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Office Hours

I am here to help you learn and grow as a student. With that in mind, I am happy to meet with you. I will be available before class starts each day and will be glad to meet with you then, as I will not be available after class. You are also welcome to call or e-mail me your questions, comments or problems.

Because this is summer, office hours are by appointment only.

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, and requires substantive written assignments. This course includes a required urban field experience and satisfies the university's general education requirement in U.S. diversity. Additionally, this course satisfies the university's general education requirement for a writing intensive course in general education or the major, but not both. The prerequisite for taking a writing intensive course is 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.

If you do not identify with the name listed with the registrar's office, please notify me so that I may appropriately amend my records. Additionally, if you prefer to go by a different pronoun, please inform your instructors.

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

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

Learning Outcomes and Course Objectives:

Upon completion of this course, students will have the following understandings:

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 the following: race, gender, and ethnicity.
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:

1. Demonstrate readiness to assume responsibility for classroom teaching and to use appropriate teaching practices, including effective communication and classroom/group management skills;
2. Demonstrate respect and value for human diversity and the ability to work with others (e.g., parents, colleagues, and community stakeholders) to meet the needs of diverse populations;
3. Demonstrate commitment to continued personal and professional growth and to make an ongoing contribution to their profession.
4. Demonstrate a willingness to inspect one's own biases as a means of self-reflection and improvement.

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 the implications for managing a classroom in order to allow for effective instruction;
- How to recognize individual differences and their impact on educational equity and equality;
- The importance of varied models of instruction to accommodate all learners.

Course Activities:

1. Demonstrate knowledge of cultural characteristics in society and competence in classroom management to meet the needs of all learners;
2. Recognize student diversity in learning, culture, and personality style;
3. Discuss the importance of equity for all learners and distinguish the differences between equity and equality.
4. Write about and reflect upon personal experiences that shape your role as teacher.
5. Participate in various classrooms, working to observe and work with both teachers and students.

Course Requirements and Performance Assessment:

1. Leadership demonstrated through preparation for and participation in class discussion.
2. Attendance and promptness are essential considerations in a learning community.
3. Completion of reading assignments.
4. Thorough research and effective performance on assigned topics.
5. Courteous, professional contributions to difficult conversations.

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.

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/>.

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.

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. This includes having cell phones put away at all times while we are in the classroom.

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 (unless completed in class) 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.

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.

Graded Assignments:

Participation -- (19 points): Your first assignment for this class is full participation in all class discussions and activities – every day! A large part of this participation grade will be an ability to speak to the required readings each 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). There are students and teachers who are depending on our presence each day at school. Please inform me ahead of class if you have to miss.

Observation Logs – (8 points): Each week you will have guided field notes that you are responsible for. There will be 4 logs, each turned in every Friday.

Moodle Forums -- (18 points): There are three forum assignments on the Moodle site. Two 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.

"I Believe Statements" – (15 Points): This assessment requires you to spell out what you know and believe about classroom management at the beginning of the semester and then again at the mid-point of the semester. The first write-up will be worth 5 points; the mid-term write up will be worth 10 points. These will be completed in class.

Final Assessment – Reflection Paper (40 points): This assessment requires you to think about what you have learned throughout the semester as it relates to your future classroom. You will then map out your future plans for management, based on national teacher education standards. Be sure to consult the assignment description in order to meet all requirements.

Assignment	Assignments with Points Possible Points Possible	My Score
Participation	19	
Observation Logs	8	
Moodle Forum 1	6	
Moodle Forum 2	6	
Moodle Forum 3	6	
I Believe Statement 1	5	
I Believe Statement 2	10	
Final Paper	40	
Total:	100	

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
		2.2	72.59-71.6	1.2	62.59-61.6
		2.1	71.59-70.6	1.1	61.59-60.6
		2.0	70.59-69.6	1.0	60.59-59.6
Considered "B"s					
3.5	90.59-88.6				
3.4	88.59-86.6				
3.3	86.59-84.6				
3.2	84.59-82.6				
3.1	82.59-80.6				
3.0	80.59-79.6				

Date	Topic	Activities	Assignments	Readings (due before class)
Day 1 May 7 th	Introduction to Classroom Management for Diverse Learners	What if everything you knew about disciplining children was wrong? Syllabus and norms What do YOU want out of this class? Tolerance vs. Transformation Equity vs. Equality	In class: What do you believe about classroom management?	<i>Punished by Rewards (Intro)</i> <i>The Leader in Me (Ch. 1)</i>
Day 2 May 8 th	Models of Management	Students, diversity and human variation 3 Models of Classroom Management Management Inquiry Project		<i>The Leader in Me (Ch. 2)</i>
Day 3 May 9 th	Legal Aspects of Management	Gender, sex, education and children Begin examining The Representation Project		<i>Punished by Rewards (Ch. 1)</i>
Day 4 May 10 th	Gender Differences	Do boys and girls think differently? Are there play and emotive differences between girls and boys? What about differences in aggression?	In class reading, "Brains in Pink and Blue"	<i>The Leader in Me (Ch. 3)</i>
Day 5 May 11 th	Weekly Review and Catch Up	Discuss readings from the week. Check in with how we all are doing. Turn in observation sheets from the week.	Representation Project Forum	<i>Punished by Rewards (Ch. 2)</i>
Day 6 May 14 th	LGBTQ Experiences and Gender	What are the experiences of LGBTQ students in schools according to national surveys? Understanding sex, sexuality, gender Looking at gender, toys and play		<i>The Leader in Me (Ch. 4)</i>
Day 7 May 15 th	Re-thinking Rules and Norms	Do classrooms always have to be quiet? Rethinking rules and norms Social constructivism Net widening and net deepening	In class reading of "Child Centered Management"	<i>Punished by Rewards (Ch. 3)</i>
Day 8 May 16 th	Racial Identity and Power in the Classroom	Racial identity development in children Power in the classroom Black students in terms of punishment, expulsion and suspension	In class reading of "Is my skin brown because I drink chocolate milk?"	<i>The Leader in Me (Ch. 5)</i>
Day 9 May 17 th	Racial Identity and Types of Racism	Racial identity development in adolescents Types of Racism	In class reading of "Why are all the Black kids sitting	<i>Punished by Rewards (Ch. 4)</i>

		Allostatic Load	together in the cafeteria?"	
Day 10 May 18 th	Weekly Review and Catch Up	Discuss readings from the week. Check in with how we all are doing. Turn in observation sheets from the week.	GLSEN Forum	<i>The Leader in Me (Ch. 8)</i>
Day 11 May 21 st	Ideas of Race	Are there genetic differences between races? Where do our ideas of race come from? Courageous and critical questions about race		<i>Punished by Rewards (Ch. 5)</i>
Day 12 May 22 nd	Racial Identity in White People	Racial identity in White people	In class reading of "White privilege: Unpacking the Invisible Knapsack" In class reading of "I'm not ethnic, I'm normal"	<i>The Leader in Me (Ch. 9)</i>
Day 13 May 23 rd	Democratic Classrooms	How to give consequences in a democratic classroom. What REALLY works in a classroom?		<i>Punished by Rewards (Ch. 6)</i>
Day 14 May 24 th	Invisible Students	Who do we see in our classrooms each day? Students with disabilities and non-native speakers		<i>Punished by Rewards (Ch. 8)</i>
Day 15 May 25 th	Weekly Review and Catch Up	Discuss readings from the week. Check in with how we all are doing. Turn in observation sheets from the week.	Cracking the Codes Forum Reflection Paper	
May 28th	Memorial Day			
Day 16 May 29 th	Diversity in Grading	Understanding diversity in the grading mix.		<i>Punished by Rewards (Ch. 9)</i>
Day 17 May 30 th	Wrapping it All Up			<i>Punished by Rewards (Ch. 11)</i>
Day 18 May 31 st	End of class work day – catch up, get assignments done.	Discuss readings from the week. Check in with how we all are doing. Turn in observation sheets from the week.		<i>Punished by Rewards (Ch. 12)</i>
Day 19 June 1 st	Final Day of Class!		In class: What do you believe now about classroom management? Classroom Management Plan	

