

## COURSE SYLLABUS

### SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL658

Course: Schools, Students and Society

New: FA '01



### “The Teacher as Professional Educator”

**Catalog Description:** This course investigates the implications of a wide range of factors that affect teaching and learning, such as culture, politics, ethnicity, language, class, wellness, race and gender.

**Course Description:** The course provides opportunities for uncovering and critiquing the theoretical and practical arguments underpinning a variety of specific recommendations for improving teaching practice and student learning. In addition, the course will examine multiple ways of knowing that the academic disciplines, students, and teachers potentially bring to classrooms. Cultural, political, ethnic, language, class, wellness, race and gender factors that affect teaching and learning will also be discussed. Students will learn about and engage in qualitative research and practice.

**Rationale:** This course strengthens a teacher’s understanding of the multiple social and personal factors influencing student learning while providing strategies that potentially improve that learning. Ethnographic research techniques are emphasized.

**Credit Hours:** 3

**Prerequisites:** Successful completion of Introduction to Online Instruction and Portfolio Development and Inquiry Into Practice. How Students Learn may be taken concurrently.

### Conceptual Framework:

#### Course Objectives:

The student will:

- A. understand historical, philosophical, sociological, and psychological dimensions of schooling (Racism, Discrimination and Structural Factors).
- B. understand the dimensions of inter- cultural specific accommodations (Racism, Discrimination and Structural Factors).
- C. understand the linguistic complexity of the contemporary classroom (Linguistic Diversity).
- D. understand, promote and demonstrate the purposes of schooling in a democratic society (Cultural Theories).
- E. extend their mission beyond cognitive capacity of students (Using Knowledge).
- F. understand and can clearly explain student progress to students, parents and professional colleagues (Using Knowledge).
- G. work collaboratively with parents as an integral part of their teaching (Using Knowledge).
- H. take advantage of community resources to enrich student learning (Using Knowledge).
- I. treat students equitably (Providing Equity).
- J. empower students to solve their own problems and take responsibility for their own learning (Providing Equity).
- K. place a premium on student engagement (Providing Equity).
- L. orchestrate learning in group settings (Integrating Multiculturalism).
- M. understand and use varied culturally responsive teaching strategies (Integrating Multiculturalism).
- N. respect, appreciate and include diversity (Ways of Becoming).

**Course Content:** This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

The student will need to develop an understanding of a multicultural society in the following ways:

The context	- autobiographies of people of color.
The content	- readings on topics and issues of multicultural education.
The environment	- virtual and person to person sharing of experience and information.
The process	- action research providing a framework for solving problems and providing effective learning environments.

Topics:

- 1) Racism and discrimination
- 2) Structural factors
  - a) Tracking
  - b) Testing
  - c) Curriculum
  - d) Pedagogy
  - e) Physical structure
  - f) Disciplinary practices
  - g) Limited roles of students, parents, community
- 3) Cultural issues and impact on learning
  - a) Learning styles
  - b) Communication styles
  - c) Cultural discontinuities and school achievement
  - d) Cultural specific accommodations
  - e) Ways of knowing
- 4) Linguistic diversity and impact on learning
  - a) Bilingual education
  - b) Ebonics
- 5) Cultural theories
  - a) Deficit
  - b) Economic and social reproduction
  - c) Cultural capital
  - d) Immigrant vs. non-immigrant
  - e) Resistance
  - f) Afro-centrism
  - g) Postmodern
- 6) Using knowledge of students to inform educational practice
  - a) Meaning of success
  - b) Pride and conflict in culture
  - c) Beyond academics
  - d) Family, community, and school environments
- 7) Providing equity for all students
  - a) Anti-racist education
  - b) Pervasive
  - c) Socially just
  - d) Process-based
  - e) Grounded in critical pedagogy principles
- 8) Integrating multicultural educational principles in the curriculum
- 9) Ways that teachers can become multicultural persons

**Methods of Instruction:** E-mail, chat, search, document sharing, journals, webliographies, threaded discussions, online assessments, narrated presentations, interactive assignments and activities, and pre- and post-cultural surveys

**Evaluation:**

- 1) Action research: take a real problem and deal with it in a real way and up with solutions.

- 2) E-mail correspondence with a professional who is culturally different and located in another geographic area either nationally or internationally. Teachers from rural areas are expected to communicate with a teacher from an urban area and vice versa. Suburban teachers will communicate with either rural or urban teachers. The need here is to understand the disparity of achievement that is an ongoing problem in the schools.
- 3) Identification of the communication strategies among different ethnic groups through volunteer or case study work in organizations which assist persons in identified groups. Field experiences and interviews with child care providers. The YW(M)CA. Salvation Army personnel will be reported through reflection and a community resource publication for the community/region.

**Portfolio Requirement:** A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) Action research project
- 2) Community study

**Research Component:** The students will research instructional strategies that best meet the identified needs.

**Grading Policy:** Specifics to be determined by the instructional design team and the instructor of record

- Action research project 50%
- Community study 20%
- Threaded discussions of readings and viewings 15%
- Threaded discussions with professionals 15%

**Course Schedule:** To be determined by the instructional design team and the instructor of record

**Textbooks (Title, Author, ISBN):** Selected by the instructional design team and the instructor of record. Suggested texts:

Hubbard, R.S., Power, B. M. (1999). *Living the questions: A guide for teacher-researchers*. York, Maine: Stenhouse Publishers.

Nieto, S. (2000). *Affirming diversity*. New York: Longman.

Rothenberg, P.S. (2000). *Race, class, and gender in the United States: An integrated study*. New York: St. Martin's Press.

Schniedewind, N., Davidson, E. (1998). *Open minds to equality: A sourcebook of learning activities to affirm diversity and promote equity*. New York: Allyn and Bacon.

**Library Review:** Review novels, videotapes and other non-text materials available at or through member institution libraries and a review of literature to support the action research project.

**Other Required Software, Materials and Equipment:** Additional materials may be selected by the instructional design team and the instructor of record

**Statement on Non-Discrimination:** Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

**Statement on Academic Honesty:** Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part thereof, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;
- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

**Statement on Student Disabilities:** Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

**Expected Enrollments:** 20-25

**Special Fees:** None

**Bibliography:**

**Recommended readings:**

Belenky, M.F. et. al. (1986). *Women's ways of knowing*. New York: Basic Books.

Berlin, D.F. (1996). *Teacher action research: The impact of inquiry on curriculum improvement and professional development*. ERIC: ED397029

Broyles, I.L. (1991). *Transforming teacher leadership through action research*. ERIC: ED338611

Bustamonte-Jones, E. (1998). *Mexican American teachers as cultural mediators: Literacy and literacy contexts through bicultural strengths*. Claremont, CA: Claremont Graduate University.

Cameron-Jones, M. (1983). *A researching profession? The growth of classroom action research*. ERIC: ED266138

Cleary, L.M., Peacock, T. D. (1998). *Collected wisdom: American Indian education*. New York: Allyn and Bacon.

Cox, A.M.; Olson, J.K. (1996). *Empowering teachers as researchers*. ERIC: 403141

Cross, W.E. (1991). *Shades of black: Diversity in African-American identity*. Philadelphia: Temple University Press.

Delpit, L. (1995). *Other people's children*. New York: New Press.

Giroux, H. (1992). *Border crossings*. New York: Routledge.

Helms, J.E. (1993). *Black and white racial identity: Theory, research, and practice*. London: Praeger.

Hollingsworth, S. (1992). *Teachers as researchers: A review of literature*. ERIC: ED351315

Kochendorfer, L. (1997). Types of classroom research. *Teaching and Change*, 4, 2.

Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.

McCarthy, C., Crochlow, W. (Eds.). (1993). *Race identity and representation in education*. New York: Routledge.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.

Pang, V. O., Li-rong, L. C. (1998). *Struggling to be heard: The unmet needs of Asian Pacific American children*. Albany, NY: SUNY Press.

Syrjala, L. (1996). The teacher as researcher. *Childhood Education International*. ERIC: ED403069

Takaki, R. (1993). *A different mirror: A history of multicultural America*. Boston: Little, Brown and Company.

Takala, S. (1994). *Action research in the classroom*. ERIC: ED383197

Wood, P. (1988). Action research: A field perspective. *Journal of Education for Teaching*, 14, 2.

### **Recommended autobiographical readings:**

Angelou, M. (1999). *I know why the caged bird sings*. New York: Econo-clad.

Aarons, L. (1995). *Prayers for Bobby*. San Francisco: Harper.

Boyle, T.C. (1995). *The tortilla curtain*. New York: Viking Press.

Cahill, S. (Ed.). (1994). *Writing women's lives: An anthology of autobiographical narratives by twentieth-century women writers*. New York: Harper Perennial.

Cary, L. (1991). *Black ice*. New York: Vintage Books.

Crow Dog, M. (1990). *Lakota woman*. New York: HarperCollins.

Delgado, R. (1995). *The Rodrigo chronicles*. New York: New York University Press.

Fong-Torres, B. *The rice room: From number two son to rock 'n' roll*. New York: Plume-Penguin.

Ponce, M. H. (1993). *Hoyt street: Memories of a Chicana childhood*. New York: Anchor Books.

Rodriguez, R. (1982). *Hunger of memory: The education of Richard Rodriguez*. New York: Bantam.

Uchida, Y. (1982). *Desert exile: The uprooting of a Japanese-American family*. Seattle: University of Washington Press.

### **Journals:**

*Multicultural Education*

*Multicultural Review*

*Teaching Tolerance*

### **Recommended movies:**

*Joy Luck Club*

*The Education of Little Tree*

*Gandhi*

*Soul Food*

*Zoot Suit*

*Amistad*

*American Quilt*

*Mississippi Burning*

