



Abraham Baldwin

AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

Spring 2010 Course Syllabus

Course Name: Exploring Socio-Cultural Diversity in Educational Contexts

Course Number: EDUC 2120

Course Description: This course engages students in observations, interactions, and analyses of critical and contemporary education issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Ten hours of field experience in an approved educational setting are required.

Pre-requisites/Co-requisites: ENGL 1101 with a "C" or better; at least fifteen semester hours of academic credit with a minimum of a 2.0 GPA.

Course Learning Outcomes:

The students will:

1. Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools. (Assessed by: Tests, Scavenger Hunt, Famous People in Education, Philosophy of Education, Case Studies, Debates, and Discussions)
2. Discover, explore, and describe current issues and trends in schools (e.g., bullying, curriculum mandates, vouchers, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation. (Assessed by: Tests, Debates, Response Entries, Case Studies, and Discussions)
3. Analyze their legal, ethical, and professional responsibilities as future teachers. (Assessed by: Tests, Philosophy of Education, Case Studies, and Field Experience Journal)
4. Explore their core values and reflect on how their values influence their beliefs about "good" teaching and schooling in democratic contexts. (Assessed by: Tests, Philosophy of Education, Letter to Yourself, Core Values Exercises, Discussions, and Debates)
5. Develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher (e.g., examining their own agendas and prejudices as they relate to teaching and learning) and what dispositions they have for teaching diverse students in current Georgia and U.S. school contexts. (Assessed by: Philosophy of Education, Field Experience Journal, and Discussions)
6. Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms. (Assessed by: Tests, Computer-Based Assignments, Class Discussions, Case Studies, and Debates)



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INSTITUTIONAL ABSENCE:

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the



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recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other



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disability, please feel free to contact the instructor.

EDUC 2120

Exploring Socio-Cultural Diversity in Educational Contexts

Instructor: Amy W. Warren

Office Location: Bowen Hall 219

Office Phone: 229-391-5093

Cell: 229-326-3788 (Texting is by FAR the best way to get in touch with me!!! Email is also GREAT!)

Email: awarren@abac.edu

Office Hours: Posted on instructor's website and office door.

Webpage: www.abac.edu/awarren

Course Text: Human Diversity in Education: An Integrative Approach
Cushner/ McClelland/ Safford

OTHER REQUIRED MATERIALS:

- Proof of liability insurance (SPAGE)
- Verification of criminal records check (\$3.00)

Note on Background Checks-All students must pass a background check before being placed in the field. Students convicted of felonies/crimes of moral turpitude will only be placed in the field via written consent of the school's principal and by also following proper protocols. Principals and other school and college officials have the right to deny or terminate a student's field experience. Teacher candidates run the risk of not receiving a teaching license from the Georgia Professional Standards Commission at the completion of their degree program if they have been convicted of a crime of moral turpitude.

Instructor Cell Phone Policy

Pagers and cell phones will be turned off or not brought to class. All students will be required to put away their headphones and "ear bug" remote devices while in class. Students will not be excused from class to use a phone or answer a page, unless they are sworn police officers or emergency personnel on duty. Text messaging while someone is teaching a lesson is very distracting and, frankly, rude and disrespectful. It is not enough that you put your phones on "private" or "silent" during class – you will be required to put them away, leave them alone, and devote your attention to learning, which is essentially why you are in the class to begin with.

ATTENDANCE POLICY:

More than four (4) absences = FAILURE. _____
(Please sign in the space provided.)

The instructor does NOT distinguish between excused and unexcused absences. If your body is not physically in the class then you are absent. You may miss no more than 4 classes or the equivalent of 2 weeks' worth of instruction. The student is responsible for all work regardless of absences. Work that is not turned in during the assigned class period and at the assigned time is late.



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At no time will a student be able to make up a pop quiz that is missed due to either tardiness or absence regardless of the reason or excuse. Any pop quiz missed will result in the student receiving a 0 (zero) for that assignment. 5 points will be deducted from the student's class participation grade for each absence regardless of whether the absence is excused or unexcused. 2 points will be deducted from the student's class participation grade for each tardy. There are NO EXCEPTIONS to these instructor policies! Three tardies = one absence. Role is taken at the beginning of each class. If a student is tardy it is the responsibility of the student to see the instructor immediately after class to ensure that they were marked tardy instead of absent. Failing to see the instructor about this issue immediately following the class period in question may result in the tardy remaining an absence. This issue is at the discretion of the instructor. Students are expected to attend all class meetings scheduled for the course. "Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed..." Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make-up work remains with the instructor. (Additional information on the college's attendance policy can be found in the ABAC Catalogue.)

Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility. Students are expected to attend all class meetings scheduled for the course. If a student misses class and an assignment is assigned for the next class, the student will still be held accountable. It is a student's responsibility as an adult to contact the instructor to see what was missed.

The final date to withdraw from this course without penalty is 4:30 p.m. February 29th, 2012. Withdrawal from the course is the responsibility of the STUDENT. Initiating a withdrawal from a course begins by the student receiving a withdrawal slip from the course instructor. It is the student's responsibility to initiate this process with the instructor! No "Withdrawal" or "Withdrawal Failing" marks will be given by this instructor at the end of term. A student who stops attending class without officially withdrawing from the course is subject to the instructor's attendance policy and will receive a grade of "F" for the course. (Refer to the ABAC Catalog for College Attendance Policy.)

Late Work/Missing Work Policy:

If a student feels the need to turn in late work, he or she may do so for a penalty. All late work will incur at least a 5 point penalty per day late. However, college students are required to have sound time management skills, and the instructor discourages late work. However, missing an exam will require a valid written excuse, submitted when the student first returns to class, regardless of the number of absences. If a student knows that he/she is going to miss class, then he/she may take the test early if enough notice is given to the instructor. The student has 48 hours to make up the exam and/or at the discretion of the instructor. The make-up exam might be in essay/short answer format. It is at the instructor's discretion whether to allow a student to make up a test.

One further note-Your assignment is due on the due date regardless of your presence. If you do not turn in your work, you will incur the late penalty.

Work is due at the beginning of class. Computer failure, printer failure, flash drive issues, and lack of empty computers at the computer lab are not valid excuses.

THE RULES for EDUC 2110:



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1. Complete field experience hours as agreed upon with the site-based teacher(s) and participating organization. During field experiences, represent yourself and ABAC in positive ways.

Rationale: Teachers are busy and plan you into their schedule. Failing to follow policies will give you a negative name within the school. You do not want potential employers to remember your lack of following instructions and lack of professionalism.

2. Come to class on time.

Rationale: There is no tolerance in the school systems for irresponsible teachers. Latecomers in this class are a distraction to your instructor and others. Also, it is disrespectful.

3. Do not bring phones, I-pods or other electronic devices to class.

Rationale: This is rude and distracting to your classmates and instructor. You are presenting the picture that you do not care about your education. You will be warned on the first instance, and you will lose ten points. After this, steps will be taken to have you removed from class.

4. Please be respectful of others. Do NOT talk while others are talking.

Rationale: Again, this is rude and immature behavior. This behavior is not appropriate for future teachers. You are distracting your classmates and your instructor.

5. Actively participate in class. Do not sleep or do homework for other classes.

Rationale: This class requires a lot of discussion and group participation. You will benefit more from this class if you are fully attentive.

6. Bring all books, notebooks, and required materials everyday.

Rationale: You must always be prepared because this is the essence of being a teacher. You will participate in different class activities that require your materials.

7. Do not bring food to class.

Rationale: Food is distracting to classmates, and it is messy. ABAC does not allow food in the classroom.

Failure to fall the rules will result in penalties to your grade. You will also receive a warning. After this warning, proper steps will be taken to have you removed from this class.

GACE Basic Skills Tests:

GACE (Georgia Assessments for the Certification of Educators): One of the teacher certification requirements in Georgia is passing a basic skills exam; the Praxis I or PPST was used until Summer 2006. Beginning in Fall 2006, the GACE **Basic Skills Test** replaced Praxis I. For details, go to the Professional Standards Commission website: <http://www.gace.nesinc.com/index.asp>. To check future test dates you can access the website. Cost is \$20 registration fee, plus \$25 for each of the three components (reading, writing, and math) of the Basic Skills Test = \$95.00. You can take all three parts at once or you may want to take two tests on one date, and the third on another date.

IMPORTANT!!! The Praxis I or GACE Basic Skills Test must be exempted or passed for admission to Teacher Education programs in the University System. Check with your transfer institution to see which assessment they require. FAILURE TO SIGN UP, TAKE, AND PASS THE TESTS WILL DELAY YOUR ACCEPTANCE INTO TEACHER EDUCATION PROGRAMS!! Praxis I Passing scores are:

Reading – 176; Math – 176; Writing – 174; Composite 526. GACE Basic Skills Test passing scores, when determined, will be posted on the Professional Standards Commission website. Passing scores are required in each of the three areas of the Basic Skills Test. A scaled score of 220 is required to pass a test; the scaled score is not reported if the student passed, but is shown if the student did not pass one of the areas.

EXEMPTIONS: Praxis I or the GACE Basic Skills Test may be exempted if high enough scores are obtained on the SAT, ACT or GRE. Exemptions scores are as follows: SAT exemptions: minimum combined verbal



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and mathematics score of 1000; GRE exemption: minimum combined verbal and quantitative score of 1030; ACT exemption: minimum combined English and mathematics score of 43.

NOTE: You might want to consider taking the SAT or ACT to try to exempt the GACE Basic Skills Test since those tests are somewhat less expensive and can be taken on the ABAC campus. Talk with Dr. Maggie Martin in the ABAC Student Development Center about registering for the SAT or ACT; testing dates can be viewed at

<http://www.abac.edu/studentdevelopment/RegentsExam/Testing%20Schedule.htm>

CRIMINAL RECORDS CHECK: Many local school systems require that persons working in schools on a regular basis must have a criminal records check. All students enrolled in the course must complete this in order. Students must go to the Tifton Police Department, 527 Commerce Way, and ask to have a basic records check. You will need to provide the police department with your Social Security Number and \$3.00. You will be given a completed verification form, which must be shown to the instructor before you begin field experiences. Ability to proceed in the course will be determined on a case by case basis for students whose criminal record check does not come back clean.

A note about professionalism.....

You will be representing yourself, as well as ABAC, in the area schools. You will be viewed by the children as a teacher. As such, you should begin to think about yourself as a professional. Your actions in/outside of class, in/outside of the school system, and in/outside of public can harm or help you. As a teacher, you will be scrutinized. Think before you act. Think before you speak.

GUIDELINES FOR OBSERVING IN SCHOOLS

1. Arrive on time. DO NOT enter a class after it has begun, or leave before it is over. (This does not apply to primary, self-contained classrooms.) Enter and leave quietly.
2. On the first day of observation, report to the office, introduce yourself and state your purpose for being there. Wear your ABAC identification; the school may issue you a nametag as well.
3. Ask about parking, then park where you are told to park.
4. Dress professionally. Slacks, blouses and skirts or dresses for females; jeans, sport shirts or golf shirts for males; NO T-SHIRTS. NO HATS. NO SHORTS. Low necklines, exposed abdomens, and low riding pants create very negative impressions in local schools. Dress like a teacher, not a student!
5. After the first day, always sign in at the office, both on the school form and on the ABAC form, which will be kept at the school.
6. On the first day, give your introductory letter to the teacher; write down his/her e-mail address. Ask where to sit. Send each teacher's e-mail address, name, school name and county to your ABAC instructor.
7. Participate in the classroom activity if you are invited to do so by the teacher.
8. Take notes on the environment and classroom activities; comment on all aspects of the setting, including situations you do not understand/would like to discuss.
9. Students will submit a journal entry for each hour of observation

REMEMBER: YOU REPRESENT ABAC. CONDUCT YOURSELF IN A MANNER THAT WILL REFLECT POSITIVELY ON THE INSTITUTION, AND ON YOU!

GRADING POLICY:



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*** FAILURE TO COMPLETE THE 10 HOURS OF OBSERVATION EXPERIENCES WILL RESULT IN THE STUDENT RECEIVING AN F AS THE COURSE GRADE!!!**

Assignments:

1. Culture Presentation (100 points)
2. Cultural Shield (25 points)
3. Case Study: Anglad Edme (50 Points each) *** Not to exceed 250 points****
5. Observation Experience Paper (50 Points)
6. Assignments, Homework, and Pop quizzes (100 Points)
7. Culture Interview (100 Points)
8. ABAC Accessibility Assessment (50 Points)
9. Class Participation (25 Points)

Further information about each assignment will be given throughout the semester.

Note: Perfect attendance: Add one point to your final course grade!

Other Things You Might Want to Know Even if You Don't Find Them Helpful:

1. I do not live in my office. If you wouldn't expect a bank to be open at that time, then I'm probably not there either. Text me instead; I'll answer unless I'm sleeping.
2. I really mean it about the attendance policy. No joke!
3. Participating in class (whether or not you are agreeing with me) helps you get on my good side.
4. You will be doing A LOT of talking in front of the class. Go ahead and make peace with it.
5. I will drag you kicking and screaming to the finish line with a passing grade in my class: I don't want you to fail, but I can't make you cross it!!!
6. PLEASE, PLEASE, PLEASE complete all of your field experience hours- not just most of them. I hate giving F's to good students who have done everything except complete those.
7. I know some students hate group work, but being a teacher actually requires you to be a master at cooperation. Use your group as an opportunity to enhance and hone your skills.
8. If you have a problem please come talk to me, and don't wait until it's too late for me to help.
9. I will not bail you out of jail, but if it's field experience related I will put you in contact with your SPAGE lawyer.
10. Everybody has bad days- even me!
11. Don't cheat and Don't plagiarize! Sometimes I get bored and for fun I look up excerpts from your papers. Bad news for you if you have more than three consecutive words from another's document and you haven't given him credit.
12. My mother was and is an English/ Reading teacher. Her correction of my grammar now means that I'm a stickler about yours. Papers that are hard to read because of poor grammar will not be graded- I can't handle it. They will be returned to you ungraded and all penalties (late and other) will apply should you decide to resubmit a more grammatically sound paper. Should you fail to resubmit a corrected paper you will receive a 0 for the assignment.

Name: _____



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Class: _____ Home Phone: _____ Cell Phone: _____

Alternate Email Address: _____

I have read and understand the classroom rules and policies. I agree to follow the policies.

Name

Date