

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Student Diversity and Schools

Code No.: TE 250

Semester: 4

Program: General Arts and Science, Liberal Studies

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Date: Jan. 2004

Previous Outline Dated: Jan 2003

Approved: _____
Dean Date

Total Credits: 3

Prerequisite(s): TE 150

Length of Course: 16 weeks

Total Credit Hours: 48

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I COURSE DESCRIPTION:

Students are introduced to the societal contexts, histories and philosophies of schooling (especially in North America). Social structures, power in deciding curriculum and the influences on learners make up the primary focus of the course. Issues related to school reform, ethics and professionalism in teaching as well as the future of education will also be key elements of the course. Schools visits will focus primarily on tutoring individual students and gaining insight into their learning patterns and societal relations. Studies in curriculum and lesson planning will culminate in the delivery of a lesson with appropriate questioning techniques.

II LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, students will demonstrate the ability to:

1. Describe ways in which schools respond to diversity

Elements of performance

- explain the meaning of “diversity in the classroom”
- relate social problems to the mission of schools and teachers
- explain how issues such as equality of educational opportunity, desegregation, gender, multi-ethnic classrooms and learning disabilities etc. are points of tension in the north American classroom

2. Explain and analyze the various philosophical bases upon which education in North America stands

Elements of performance

- recognize, and distinguish between, the major philosophies such as idealism, realism, pragmatism, reconstructivism, existentialism etc.
- identify the influence of these philosophies in the current educational systems
- evaluate the pros and cons of each philosophy
- review the elements of the philosophies as they are apparent in classroom visits and in individual lesson presentation
- write their own philosophy of education

3.

3. Identify and explain the reasons for, and composition of, curriculum in schools in North America

Elements of performance

- interview teachers as to content of curriculum that is being taught
- reflect in journals as to how curriculum objectives are being met
- research current educational curriculum documents in terms of goals and outcomes
- relate current curriculum to philosophies in 2

4. Recognize the political and professional structures of education in North America (and in Ontario in particular)

Elements of performance

- identify the roles of government (federal, provincial / state and municipal) in financing education
- explain the roles of the various parties in terms of deciding curriculum
- identify the hierarchies within, and the roles of the professionals in, Boards of Education

5. Demonstrate co-operative learning and questioning techniques

Elements of performance

- work effectively in study groups and create “model guidelines for effectiveness”
- explain the different questioning techniques and demonstrate the Socratic method
- group process in dealing with issues from *Savage Inequalities* or other selection
- use appropriate questioning in both individual 15 minute lesson and in-school visit tutoring

6. Teach a 15 minute lesson

Elements of performance

- provide an accurate rationale and description of lesson
- outline a lesson plan showing outcomes (relating to Bloom’s Taxonomy), methods, tools of delivery, evaluation techniques etc.
- analyze own performance and provide evaluation of others’ lessons

7. Analyze current and controversial educational issues. in terms of professional ethics, the teacher and the law, teacher lifestyle and disciplining of students

Elements of performance

- discuss professionalism and ethics as they relate to teacher conduct
- interview teachers and reflect in journals on ethical issues in current classrooms
- group discussion and class feedback on areas of concern

8. Analyze and discuss trends and future of education

Elements of performance

- identify roles that technology plays in education and its future in such as web-based instruction, on-line courses etc.
- discuss the dynamics of class size and teacher/student interaction as they relate to effectiveness of instruction and learning outcomes
- evaluate the pros and cons of the privatization of education and issues such as charter schools and year round schooling

III. TOPICS*:

- Review of TE 150 content and outcomes
- Focus on diversity in classrooms from all perspectives
- Good Teaching
- Questioning techniques to assist in tutoring
- History of Educational Philosophy
- Curriculum Issues
- Organization and governance of schools
- Social issues in North American education
- Ethical and legal issues facing teachers
- Professionalism
- Group Processes
- Lesson planning
- Lesson delivery methods and “teaching presence”

* These may not be covered in the order of listing

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Those who can, teach (10th ed.), Kevin Ryan and James M. Cooper, Houghton Mifflin
Savage inequalities Kozal

V. EVALUATION PROCESS / GRADING SYSTEM: MAJOR ASSIGNMENTS AND TESTING

2 Content tests on texts, notes and videos	20%
Personal Educational Philosophy	15%
Group Project related to <i>Savage Inequalities</i>	10%
Journals on school visits and tutoring experience	15%
Short presentation on a current educational issue	10%
Final Teaching Presentation	15%
Attendance and Participation	15%*
Total	100%

* After 3 missed hours of class, 2 marks will be deducted for each missed class hour.

VI. METHOD OF ASSESSMENT (GRADING METHOD)

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	4.00
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
D Pass	(50% - 59%)	1.00
F Fail - The student has not achieved the objectives of the course, and the course must be repeated	(Below 50%)	0.00
CR Credit exemption		
X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements		

IMPORTANT: Admission to the LSSU Teacher Education Program requires a minimum of a B grade as a mark in both TE 150 and TE 250.

It is also important to note that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0

VII. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar’s office.

VIII. PRIOR LEARNING ASSESSMENT

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.