

Distribution Requirements (Total 26 Hours)

Natural and Physical Sciences: 8 hours from at least two different disciplines

Understanding the nature of scientific inquiry and the operation of the natural, physical, and technological world is essential for making personal and public policy decisions. Students must complete 8 credit hours of course work representing at least two different disciplines in this category with at least one laboratory course.

Successful students shall be able to do the following:

- demonstrate a broad understanding of the fundamental laws and principles of science and interrelationships among science and technology disciplines;
- demonstrate a broad understanding of various natural and/or physical phenomena that surround and influence our lives;
- describe how scientists approach and solve problems including an understanding of the basic components and limitations of the scientific method; and
- solve problems and draw conclusions based on scientific information and models, using critical thinking and qualitative and quantitative analysis of data and concepts in particular to distinguish reality from speculation.

Humanities/Fine Arts: 9 hours from at least two disciplines

The humanities and fine arts seek to help students understand, analyze, and explore the human condition. Studying the humanities and fine arts thus contributes to personal growth and well-being as well as to living in and contributing to various communities. Students must complete 9 credit hours of course work representing at least two different disciplines in this category.

Successful students shall be able to do the following:

- demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition;
- recognize, articulate, and explore how various humanists/artists have responded to the human condition;
- comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being, and
- Use relevant critical, analytic, creative, speculative and/or reflective methods

Social Sciences: 9 hours from at least two different disciplines

Understanding the complex dynamics that make up the world, particularly the challenges, problems, and factors that lead to social stability and change is essential for contributing to and living in contemporary society.

- demonstrate an understanding of the diversity of interactions between human motivations, institutional forces, and/or social behavior;
- use critical thinking and reasoning skills to analyze theories, perspectives, and/or concepts relative to the discipline(s) studied;
- identify multiple methods and modes of inquiry and their appropriate application; and
- communicate ideas and explain concepts and analyses using the language of the discipline(s).

Diversity: 6 hours

A general education requires exposure to cultures and institutions around the world, as well as within one's own society, in order to promote intellectual flexibility, cultural understanding and informed citizenship. The university seeks to foster cultural understanding to assist its students to become responsible citizens in a diverse world. Students must complete 6 credit hours of coursework with 3 credit hours in each of the following areas.

Diversity in the US: 3 hours

Courses in this category focus on significant cultural, economic, historical, political, and/or sociological aspects of one or more underrepresented groups in the United States. Students must complete 3 credit hours of coursework.

Successful students shall be able to do the following:

- demonstrate knowledge of the role and contributions of one or more underrepresented groups in the development of the United States;
- demonstrate specific knowledge of cultural, historical, social, economic, and/or political factors that shape aspects of one or more diverse groups;
- recognize and articulate differences, expectations, and/or challenges experienced by one or more underrepresented groups;
- Explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

Global Diversity: 3 hours

Courses in this category focus on significant cultural, economic, geographical, historical, political, and/or sociological aspects of one or more countries or nations (including indigenous nations) other than or in comparison to the United States. Students must complete 3 credit hours of coursework.

Successful students shall be able to do the following:

- recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems;

- demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States;
- explain the interrelations among global economic, political, environmental and/or social systems; and
- explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

120-hour minimum requirement for Undergraduate Degree

The minimum number of hours for a UNO undergraduate degree is 120 credit hours. However, academic programs may require more than 120 credit hours to attain an undergraduate degree. Please review the requirements for your specific program to determine all requirements for the program, including credit hours.

Fundamental Academic Skills (Total 15 Hours)

English and Writing: 9 hours

Nine hours, to include English 1150 and 1160 and one additional three-hour advanced writing course or equivalent writing intensive courses determined by the student's major. Students may "test out" of English 1150 and/or English 1160. Contact the Department of English for more information.

The work of the university is to construct and share knowledge. Because this work is done largely by means of the written word, it is important for students to gain control over written language. Proficiency in reading, research, and written expression is essential for professional success and effective citizenship. The foundational writing courses (Composition I and Composition II) provide instruction in general academic literacy while advanced writing and writing-intensive courses, preferably taken in the student's major, introduce research and language practices specific to the disciplines.

After completing Composition I, successful students shall be able to do the following:

- Closely read, critically interpret, evaluate, and respond to other writers' texts;
- Write papers with a clear thesis, logical structure, and cohesive, well-developed paragraphs;
- Write papers with clear, varied, well-constructed sentences, with usage and mechanics conforming to standard edited English; and
- Demonstrate an understanding of writing as a complex, recursive process whereby ideas are explored, developed, and communicated to a particular audience for a particular purpose.

After completing Composition II, successful students shall be able to do the following:

- Demonstrate further development of the writing skills learned in Composition I;
- Locate and evaluate information in print and electronic sources and integrate the information into their own texts, citing the sources appropriately;
- Analyze arguments in other writers' texts; and
- Craft well-informed, carefully-reasoned arguments of their own, using the genre

After completing the advanced writing course or writing-intensive courses, students shall be able to do the following:

- Demonstrate further development of the writing skills learned in foundational composition courses;
- Engage in the major discipline's research practices, using the databases, bibliographies, and documentation conventions appropriate to the discipline;
- Use the writing strategies and genres expected in the relevant academic and professional communities; and
- Demonstrate command of the major discipline's discourse practices, vocabulary, and style.

Note: Consult with an advisor in your major to determine the appropriate advanced writing course or writing-intensive courses.

Mathematics: 3 hours

[MATH 1310](#)-Intermediate Algebra 3 hours. Students may "test out" of Math 1310. Contact the Mathematics Department for more information.

Algebra is a foundational branch of mathematics that involves operations and relations, and which emphasizes the process of formulating, solving, interpreting, and applying equations of many different types to solve many different real-world problems, using systems of abstract symbols. It is a branch of mathematics with significant applications across a wide variety of disciplines.

Successful students shall be able to do the following:

- Demonstrate competency in quantitative reasoning that applies algebra;
- Demonstrate competency in symbolic reasoning in the solution to real-world problems;
- Demonstrate competency in computational reasoning as it relates to the application of algebraic processes and concepts; and
- Demonstrate an ability to solve real-world problems using quantitative, logical, or computational approaches that are typical of mathematical thinking.

*Students with an ACT MATH score of 23 or higher are considered to be proficient in [MATH 1310](#). The Math Placement Exam or Compass Exam into [MATH 1320](#) or high does NOT equal proficiency of [MATH 1310](#).

Public Speaking: 3 hours

Students must complete one of the following 3-credit hour courses – Speech 1110 or 2120. Students may "test out" of Speech 1110. Contact the School of Communication for more information.

The goal of the public speaking requirement is to help students acquire the knowledge and skills needed for effective oral communication in academic, career or community life.

Successful students shall be able to do the following:

- Create and develop messages demonstrating effective audience analysis and adaptation;
- Create and develop messages demonstrating effective information gathering, analysis, and evaluation;
- Create and deliver messages demonstrating effective organizational development

- Present appropriate messages, including effective use of language, nonverbal delivery, and visual information/technology.

-Course Information -

University: University of Nebraska at Omaha
College: Education
Curriculum: Educational Professional Seq
Number: 2010
Type: Lecture
Title: Human Growth and Learning
Short title: Human Growth and Learning
Effective term: Summer 2013
Graduate non-degree students: Not allowed
Can course be taken for credit multiple times? No

- Credit Hours Information -

Type: Fixed
Hours: 3

- Duplicate Information -

Curriculum: Not applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses: Not applicable

- 1.0 Course Description Information -

1.1 Catalog description:

This course will examine human growth and learning from conception through adolescence. It will focus on how current educational practices and theories of development and learning impact and influence each other. The course includes field-based and laboratory experiences for the students.

1.2 Prerequisites of the course:

Admission to Teacher Preparation

1.3 Overview of content and purpose of the course:

This course will examine human growth and learning from conception through adolescence. This information will be examined in the context of the school as a diverse population and the teacher as a dedicated practitioner, reflective scholar, and responsible citizen. The course includes field-based and laboratory experiences. It is the first in the sequence of professional education courses; therefore national and state standards found in current educational practices will be considered. This includes the disposition of the teacher and the impact or influence a teacher's disposition has on theories of developmentally appropriate learning.

1.4 Unusual circumstances of the course:

The course will involve a commitment to 10 hours of observation time, two of which will be held in the classroom and two will be outside the classroom in the community.

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

This course is offered to all candidates who have met the qualifications for entry into the teacher preparation program, and are planning to teach, become a speech pathologist, or who are in library science.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

Multiple sections of the course each semester with approximately 25 students in each class. Approximately 150 students are enrolled each semester.

2.3 If it is a significant change to an existing course please explain why it is needed:

Updated for accreditation purposes.

2.0 Objective Information: Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

- The candidate will know the developmentally appropriate stages of human growth and development from infancy through adolescence by using critical thinking skills that can be used for problems solving as a practitioner. (InTASC Standard 1, 7)
- The candidate will be able to identify current issues and trends in implementing educational practices and reflect on teacher dispositions as they relate to human growth and learning. (InTASC Standard 9)
- The candidate will be able to collect authentic assessment information through observing and describing children and their interactions in the many diverse educational and social settings. (InTASC Standards 5, 6)
- The candidate will be able to identify specific formal and informal means of authentic assessment and evaluation of cognitive, language, motor, socio-emotional, and play development. (InTASC Standard 6)
- The candidate will be able to communicate in written and verbal forms his/her understanding of developmentally appropriate learning processes as evidenced at the various levels of development. (InTASC Standard 1, 8)
- The candidate will be able to describe behaviors and characteristics of developmentally appropriate learning in the areas of play, cognition, language, motor, social-emotional development, and physical growth and maturation as they pertain to infancy, early childhood, middle childhood, and adolescence. (InTASC Standard 1)
- The candidate will be able to use accepted strategies for analyzing technological live remote digital video samples of interactive behaviors, for evaluating children's behaviors and for understanding these behaviors to foster developmentally appropriate learning. (InTASC Standards 1, 6)
- The candidate will be able to recognize behavior and development that is characteristic of individuals who may need special services (on a full or part-time basis) as a result of: cognitive, sensory, academic, and/or physical disabilities; in diverse populations, with the belief that all individuals can learn, grow, and change. (InTASC Standard 2)
- The candidate will gain knowledge of and be able to demonstrate the use of a wide variety of resources and technology as tools for learning in the application of theories and practices in human growth and learning. (InTASC Standards 8)

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Solid content and pedagogical knowledge of the course will establish the basic theories of learning and describe methods for studying growth and learning. The course will use a developmentally appropriate learning approach to examine the various critical areas of development in the four levels of infancy and toddler, early childhood, middle childhood, and the adolescent stage. A global perspective will also be viewed in human growth and learning when looking at diverse populations.

Overview of human growth and learning:

- Theories of developmentally appropriate behaviors
- Theories of learning based on those behaviors
- Methods of studying growth and learning
- Informal means of evaluation and information gathering (including observational data and technical video and taped data)

instruments)

- Prevalent beliefs and conceptions
- Critical periods
- Stages
- Norms
- Integration vs. differentiation
- Plasticity
- Optimization
- Socio-cultural influences of diverse populations
- Linguistic variation such as in bilingual perspectives

Stages of Development:

The common strands running through the stage approach are: how children learn; how learning is developed; how educational approaches influence learning and development; and the issue of the diversity of the cultural social and economic variables impact on learning and development. The stages and areas to be covered are:

Pre-natal (Conception-Birth) & Infancy (Birth-2 years)

- Cognitive development and learning
- Physical growth and maturation
- Motor development and learning
- Language development and learning
- Social-emotional development and learning
- Development and learning in play

Early childhood (2 years - 5 years)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning

- Social-emotional development, changes, and learning
- Development, changes, and learning in play

Middle childhood (6 years - 12 Years)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning
- Social-emotional development, changes, and learning
- Development, changes, and learning in play

Adolescence (13 years to Later adolescence)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning
- Social-emotional development, changes, and learning
- Development, changes, and learning in play

- 5.0 Teaching Methodology Information -

5.1 Methods:

Methods of instruction to be used in the course include: lecture; large & small group discussions; presentations; video tapes; field based and remote digital video observations provided through technology; directed-independent lab experiences; and the use of technology as a tool through Blackboard and the internet.

5.2 Student role:

The candidates are expected to attend class, complete all assigned reading, participate in discussions, and complete the requirements of the 10 clock hour field based experiences.

- 6.0 Evaluation Information -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Field based experience: Candidates will complete 10 clock hours of placement in educational settings. The candidates will be assigned four (2) hour placements in each of the following areas:

- An early childhood setting
- A special education setting
- An elementary school setting

-A secondary school setting

The kindergarten and special education observations will be completed in the university classroom using technology with a remote live digital video link from classes at these levels in the community. The elementary and secondary experiences will be on site in area schools. An observation manual will be used for each experience for specific activities/requirements such as reports/report rubrics as determined by each faculty, as described in the field based experiences above.

Lab based experiences: The candidates will complete directed lab experiences. These experiences shall support the learning objectives of the course. The experiences will include research, scenario and teaching strategies involving the use of technology and internet. Details of specific experiences and requirements will be determined by course instructors and provided to the students in separate handouts.

Exams: At a minimum, candidates will take a mid-term exam and a final exam.

Additional need for assessments of learning will be at the discretion of the individual course instructors.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Midterm = 25%

Final = 25%

Observation Exp. = 25%

Lab Exp. = 25%

6.3 Grading type:

Letter grades

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

60% = F

Use of a system of "plus/minus" grades (i.e., A+, A, A-, B+, B, B-, etc.) will be left to the discretion of individual course instructors.

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Santrock, J. (2012). *Children* (12th ed.). Boston: McGraw-Hill.

7.2 Other student suggested reading materials:

Selected Journals of Interest:

American Sociological Review

Child Development

Child, Health, And Development

Childhood Education

Human Development Journal

Infant Behavior and Development

Journal of Abnormal Psychology

Journal of Adolescence

Journal of Family Psychology

Journal of Learning Disabilities

Journal of Marriage and The Family

Journal of the National Academy for Child Development

Journal of the National Association for the Education of Young Children

Journal of Psychoeducational Assessment

Journal of Research in Childhood Education

Journal of School Psychology

Journal of Special Education

Merrill-Palmer Quarterly

The Young Child

7.3 Current bibliography and other resources:

Berk, L. (2005). *Child development* (5th ed.). Boston: Allyn & Bacon.

Bjorklund, D. F. (2012). *Children's thinking: Cognitive development and individual differences* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Campbell, B. (1994). *The multiple intelligences handbook*. Stanwood, WA: Campbell & Assoc., Inc.

Cobb, N. J. (2010). *Adolescence* (7th ed.). Sunderland, MA: Sinauer Associates, Inc.

Fabes, R., & Martin, C. L. (2000). *Exploring child development: Transactions and transformations*. Needham Heights, MA: Allyn & Bacon.

Gardner, H. (1993). *Multiple intelligences*. New York: BasicBooks/Perseus Books, L.L.C.

Gardner, H. (1997). *Intelligence reframed*. New York: BasicBooks/Perseus Books, L.L.C.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (2006). *Social intelligence: The new science of human relationship*. New York: Bantam Books

Hunt, Earl. (2011). *Human intelligence*. New York, Cambridge University Press.

Levine, Mel. (2002). *A mind at a time*. New York, Simon and Schuster.

McDevitt, T. M., & Ormrod, J. E. (2013). *Child development and education* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Miller, P. H. (2011). *Theories of developmental psychology* (5th ed.). New York, NY: Worth Publishers.

Pinker, S. (1997). *How the mind works*. New York: W.W. Norton & Co.

Rice, E.P. (1995). *Human development*. Englewood Cliffs, NJ: Prentice Hall.

Santrock, J. (2012). *Children* (12 ed.). Boston: McGraw-Hill.

Sternberg, R. J. (1996). *Successful intelligence: How practical & creative intelligence determines success in life*. New York: PLUME/Penguin Putnam, Indiana.

Sousa, D. (2011). *How the brain learns* (4th ed.). Thousand Oaks, California, Corwin.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

8.2.1 Plagiarism Statement

"Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense. UNO faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action." (Ethical use of Print and Online Sources in Academic Papers University of Nebraska, April 2010)

8.2.2 LiveText Statement

"An active LiveText account may be a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

* 8.3 Author(s):

Dr. Phyllis K. Adcock

Human Growth and Learning EDUC 2010-002, 004 Fall Semester 2014

Meeting Time/Place: MW, 9:00-10:15 AM Roskens Hall 302
MW, 10:30-11:45 AM Roskens Hall 302
Instructor: Phyllis K. Adcock, Ph. D.
Office/Phone: RH 406B, Phone: 554-3484
Email: pkadcock@unomaha.edu

or by appointment
Blackboard: <http://blackboard.unomaha.edu>
LiveText: livetext.com

Course Aims and Outcomes:

This course will examine human growth and learning from conception through adolescence, to help students gain an understanding of the biological and environmental foundations of the developing child. This class will focus on how current educational practices and theories of development and learning impact and influence each other, as students investigate the cognitive development as impacted by the physical and emotional development of the child. The course includes field based and laboratory experiences for the students.

Course Textbook:

Martorell, Gabriela, Papilia, Diane E. & Feldman, Ruth D. (2014) A Child's World: Infancy through Adolescence. 13th Edition, New York, New York: McGrawHill.

Class Requirements:

- A. Students are expected to be in class at all times (More than two absences will result in the drop final grade to the next letter grade.)
- B. Each student is to come to class prepared to learn with any text/readings/materials necessary to complete class activities.
- C. Successful completion of assignments, exams, activities and field based projects as well as individual and group participation of class activities.
- D. All assignments that are formal are to be done in Times New Roman 12 point font and double-spaced. All multiple page papers must be stapled or they will not be accepted.
- E. All cell phones are off or left elsewhere.
- F. LiveText account must be purchased by the TPP student.

"An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences.

You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for

Class Assignments:

Field-based Experience

Each student will complete four observational experiences for the following levels: early childhood, special education, elementary and secondary. Observations will be traditional, those that are conducted from field observations at the school sites; and nontraditional, those that are conducted from school sites via the two-way audio-video conferencing system to the UNO classroom. Students will use the Field Experience Guide and Observational Manual that is found on Blackboard, to complete their observation experiences and as a guideline for the observation papers. These observation papers need to use good conventions of writing to describe/discuss the observation. The reports are single-spaced, use the Times New Roman, 12-point font, and must be stapled in the top left-hand corner. The hard copy paper for each observation will be turned in during class, and submitted to LiveText as well.

Field Experience Information:

“All candidates will be required to complete a field experience associated with this course. This field experience provides candidates an opportunity to observe and be an involved participant within a classroom setting. Candidates must understand that we are guests in these classrooms and exhibit professionalism at all times. The following are requirements for successful completion of the field experience:

- Check the Field Experience tab in LiveText during the **first week of class** for announcements outlining required paperwork and important information from the Office of Field Experiences. Continue to check the field experience tab in LiveText on a weekly basis throughout the semester.
- Review the field experience handbook and complete the required form via LiveText. This must be done before field experience placements are received.

NOTE: Completion of the field experience is required and part of the course grade. Failure to satisfactorily complete the field experience, or being removed from a field experience, shall be sufficient reason for failing the course.”

Special Education Concept Map Activity

Each student will participate in a group activity that will research one special education concept(s). Groups will develop a concept map using the software package called Inspiration. The information used on the concept map may be found in textbooks, on-line resources, and informational periodicals. Websites are provided to help your groups in their research of the group concept.

The groups' concept maps are to fit on one sheet of paper and will use the Blackboard to share their map during a scheduled presentation. Information that is placed on the concept map must be fully understood by all members of the group. Each group is to cover the:

- a. Basic key terms/definition of the special education category

- c. Challenges for learning, ie tips for working with these children
- d. Sources/websites where they found their information

Be sure to title the concept map with your special education category in **bold**. Represent a., b., and c. (listed above) by different shapes to help follow the flow of the map. Also, be sure to put the sources d. for your information at the bottom of the map.

These concept maps are to be submitted to LiveText and there is a reflective thinking section that each student is to complete, once they have viewed all concept maps presentations. The groups will also submit their concept map to the Blackboard, so that each student has access to all maps for the presentations and for writing their Special Education observation paper.

Laboratory-based Experience: Developmentally-Appropriate Teaching Strategy Project

The purpose of this final project is to develop teaching strategies (lessons), based on theory and observation of each level of development. Students will be divided into groups: Early Childhood, Middle Childhood, and Adolescence. Each research group will develop an appropriate teaching strategy/lesson based on the three physical, cognitive and emotional/social domains. Students will work in research groups and present their projects the last week of class.

The presentation of the project consists of a scenario of the development level they have chosen, and how the group would carry out a teaching strategy/lesson. The presentation must use some form of high-level technology. Groups will be given class time to initiate the project, but will need to meet outside class to continue the work on the project. A final paper describing the scenario and teaching strategy is due the day the project is presented in class.

All teaching strategies will be submitted by students to LiveText and will complete a reflective thinking activity after viewing the class presentations.

Journal Article Review

Each student will read two different articles related to areas of class study from professional journals from the field of education, psychology, and/or human development. The University Library should have a number of professional journals for your selection, and below you will find a list of some of the journals you may use. Students will present their articles two times during the semester through Blackboard using the Discussion Board option.

Grades:

Grades are based on the following 12-point system:

12=A+ 11=A 10=A- 9=B+ 8=B 7=B- 6=C+ 5=C 4=C- 3=D+ 2=D 1=D- 0=F

Convert each grade you earn to the number system above, then use the grade percentages below to help you determine your grade.

First Exam	20%
Second Exam	20%
Journal Reviews (2), Special Education Concept Maps	15%

**Any assignment that is late will have the grade lowered to the next lowest grade.
Any student who has excessive absences will have their final grade lowered to the next letter grade.**

No assignment will be accepted four weeks beyond the due date, and all assignments are due before the last day of class.

Class Schedule:

Aug 25	Course Orientation/Blackboard/LiveText Three domains of Child Development	
Aug 25-Sep 8	Infancy and Toddler Physical, Cognitive, Affective Domains	Chap 6-8
Sep 1	Labor Day – No Class	
Sep 10	Journal Article 1 Submitted	
Sep 10-17	Early Childhood Physical, Cognitive, Affective Domains	Chap 9-11
Sep 17	JA 1 Reflection	
Sep 22-Oct 1	Middle Childhood Physical, Cognitive, Affective Domains	Chap 12-14
Oct 1	Journal Article 2 Submitted	
Oct 8	Early Childhood Observation EDUCARE Preschool, RH 302 ECH observation paper due _____ Journal Article 2 Reflection	
Oct 6-13	Special Education Concept Map Activity	
Oct 15	Review First Exam, Chap 6-14	
Oct 20	Fall Break – No Class	
Oct 22	Research Group Workday 1	
Oct 27	Test 1, Chap 6-14	

Oak Valley Elementary, RH 302
Sp Ed observation paper due _____

Nov 3-6	Elementary On-site Practicum Observations Elem observation paper due _____	
Nov 3-10	Adolescence Physical, Cognitive, Affective Domains	Chap 15-17
Nov 17-20	Secondary On-site Practicum Observations Sec observation paper due _____	
Nov 12-17	Genetics, Gestation, Delivery	Chap 2-4
Nov 19	Foundations of Child Development	Chap 1
Nov 24	Group Research Workday 2	
Nov 26	Thanksgiving Vacation	
Dec 1	Review Test 2, Chap 15-17 & 1-4	
Dec 3	Test 2, Chap 15-17 & 1-4	
Dec 8-10	Final Project/Teaching Strategy Presentations	
Dec 16-18	Final Week	

Reflection Guidelines:

The purpose of reflection is to use higher-order thinking to determine the value of the learning experience and apply it in your future role in education. Address the following, by being detailed and giving examples to support your discussion:

- 1) Discuss what you have learned while completing this activity that is of value to you as teacher, speech pathologist, library scientist, etc. in the field of education.
- 2) Discuss how this experience helps you to be more effective as a teacher/person who works with children in the education system.
- 3) Discuss specific strategies you found to be most effective with this age of child and analyze why the strategies were effective, based on what you know about the developmental traits of children.

8.0 Other Information

8.1 Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (EAB 117), Phone: 554-2827, TTY: 554-3799) or visit the web at <http://www.unomaha.edu/disability>.

8.1 The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonest includes: Plagiarism: Presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. (Undergraduate Handbook, 2007-2008, p. 54).

- Course Information -

University:	University of Nebraska at Omaha
College:	Education
Curriculum:	Educational Professional Seq
Number:	2020
Type:	Lecture
Title:	Educational Foundations
Short title:	Educational Foundations
Effective term:	Summer 2013
Graduate non-degree students:	Allowed
Can course be taken for credit multiple times?	No

- Credit Hours Information -

Type:	Fixed
Hours:	3

- Duplicate Information -

Curriculum:	Not applicable
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- Cross-listing and/or Dual-listing (UG/G) Information -

Courses:	Not applicable
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- 1.0 Course Description Information -

1.1 Catalog description:

The course will provide prospective teacher candidates with the philosophical, ethical, historical, and social foundations that will enable them to understand their role as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. Also, the prospective teacher candidates will study and understand the national and state standards relevant to P-12 education and to teacher preparation in the USA. Each prospective candidate will acquire competency in using educational technologies such as Internet based course delivery systems, database software, and digital portfolios.

2.50 GPA

1.3 Overview of content and purpose of the course:

This course treats the foundations of education and the purpose is to give the students a basis upon which to build their educational knowledge, skills, and dispositions. It is one of the first two courses the students take in their education program. All prospective candidates will develop dispositions for ethics in teaching and a high level commitment for the teaching profession, providing the foundation for their growth as dedicated practitioners, reflective scholars, and responsible citizens.

1.4 Unusual circumstances of the course:

None

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

This is a required course for all undergraduates seeking teacher certification.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

Six sections each fall and spring semester with 30-35 students per section.

2.3 If it is a significant change to an existing course please explain why it is needed:

Updated for accreditation purposes.

- 3.0 Objective Information -Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

3.1 Philosophy—the candidate will be able to: (INTASC # 9 plus others as indicated)

.1 identify the major elements of each of the identified schools of philosophy;

.2 describe how each one is reflected in the historic evolution of schools;

.3 provide reasons for the emergence of the various schools of philosophy;

.4 identify how each school of philosophy influences the teacher's role;

.5 describe how different schools of philosophy alter assessment of learning; (INTASC #8)

.6 reflect on how a philosophy of education may influence curriculum design, teaching strategies, the mission of the school and its goals, objectives, and performance standards; (INTASC #7)

.7 and, explain how educational technology has changed teaching and altered the preparation of teachers. (INTASC #4)

3.2 HISTORY—the candidate will be able to: (INTASC #4)

.1 describe how the major events of a given time period influence the education process of that period;

.2 show how these historical events relate to the issues facing education today;

.3 describe how the events shaping his/her life today are reflections of events and issues of previous historic periods;

.4 and, identify how the teacher's role was influenced by the historic period

3.3 ETHICS—the candidate will examine the teacher's role and be able to: (INTASC # 9 and #10)

- .1 identify ethical issues in education by examining concepts such as "justice," "dignity," "rights," and "responsibilities;"
- .2 identify how ethical issues relate to social forces and historical periods;
- .3 describe the freedom and personal responsibility he/she has as a moral agent;
- .4 describe the need for a professional code of ethics and show how these relate to published codes of ethics;
- .5 and, explore ethics on the Internet and elsewhere and then create a digital portfolio of dispositions on ethics which is stored in a digital database.

3.4 SOCIAL FOUNDATIONS OF EDUCATION—the candidate will be able to: INTASC #3 and #7)

- .1 identify the social foundations of education for each of the historic periods;
- .2 discuss the impact of the driving social forces on the social foundations of education;
- .3 identify the social foundations of education today;
- .4 recognize the impact of the multi-cultural aspects of the United States today and relate these factors to the operation of education today;
- .5 and, identify the impact of international events on the curriculum in schools today and in the future.

3.2 General Education Student Learning OutcomesAfter completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Philosophies:

- .1 Idealism
- .2 Realism
- .3 Pragmatism
- .4 Existentialism
- .5 Postmodernism

Theories:

- .6 Essentialism
- .7 Perennialism
- .8 Progressivism
- .9 Existentialism
- .10 Critical theorists

4.2 Ethics (INTASC #9)

- .1 Historical perspective on values and ethics
- .2 Bases for ethical systems
- .3 Role of professional ethics in the classroom and educational settings
- .4 Relationship of personal ethics to professional ethics as a dedicated practitioner

4.3 History of Education

- .1 Colonial and Common School Eras
- .2 Philosophic positions
- .3 Ethical systems
- .4 Organization of the schools
- .5 Role and preparation of the teacher
- .6 Role and preparation of school administrators
- .7 Role of parents
- .8 Role of students
- .9 Decision making processes in education
- .10 Funding education

4.4 The Modern Era

- .1 Social Tensions and Education
- .2 Poverty and education opportunity
- .3 Social class, race and educational opportunity
- .4 Control of Education: Federal, state and local.
- .5 Educational Technology: Computers, the Internet, and other forms of educational technology
- .6 The rise of standards based instruction, assessment, and culturally responsive teaching and the design of standards based instruction using Nebraska Department of Education Standards. (INTASC #2, #3, #6)

- 5.0 Teaching Methodology Information -

5.1 Methods:

Lecture, small group discussion, large group activities, role playing, special reports, guest lectures, film and other media, field visits, demonstrations, self reports, on-line portfolio activities. Also, each instructor will use Blackboard, an online delivery system for course content.

5.2 Student role:

- .1 Class meetings: attend all sessions. participate in discussions and activities:

.2 Class assignments: responsible for reading all materials designated and completing activities by the due date;

.3 Laboratory/portfolio activities: responsible for completing all assignments (group and individual) on or before the due date (philosophy activity, ethics activity, teacher interview activity, and dispositions activity).

- *6.0 Evaluation Information* -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

- Each candidate will complete a field based project tracing the development of a teaching career. The candidate will interview a career teacher (a teacher with ten or more years of experience) and examine how the teacher progressed through his/her career. Candidates will focus on the teacher's developing role as a dedicated practitioner throughout his or her career. The data from this project will be entered into a digital database (PrEP) by each candidate and some data will be aggregated for analysis, synthesis and evaluation within each candidates' written report.

- Each candidate will complete a philosophy survey, prepare an essay which explains his or her philosophy and theory of education, and post it in PrEP.

- Each candidate will complete the online activity associated with developing an ethical code and will post the appropriate reflections online in PrEP.

- Each candidate will complete the online activity related to dispositions and prepare the assigned reflections. All the content will be posted on PrEP, the online digital portfolio

- Tests—midterm and final exams.

- Class participation and attendance

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Final Grades will be based on rank order, letter grades aggregated from the assignments and other student obligations.

6.3 Grading type:

Letter grades

Grades will range from an A+ to F, as the UNO grading scale requires. The precise grading practices and evaluative criteria may vary from instructor to instructor.

- *7.0 Resource Material Information* -

7.1 Textbook(s) or other required readings used in course:

A new foundations text is selected every two or three years. The current text is

Webb, D. L., et al. (2013). *Foundations of American education* (7th ed.) New York: Pearson

7.2 Other student suggested reading materials:

See items cited in the digital portfolio (PrEP) and Blackboard.

7.3 Current bibliography and other resources:

Banks, J. A., & Banks, C. A. M., (Eds.). (2013). *Multicultural education: Issues and perspectives* (8th ed.). Hoboken, N.J.: John Wiley and Sons.

Banks, J. A. (2001). *Cultural diversity and education* (4th ed.). Boston: Allyn and Bacon.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.

Guillaume, A. M. (2012). *K-12 classroom teaching* (4th ed.) New York: Pearson.

Haidt, J. (2012). *The righteous mind*. New York: Pantheon Books.

Inn, R. I., & Miller, M. D., (2009). *Measurement and assessment in teaching* (10th ed.). Upper Saddle, New Jersey:

Pearson.

McGreal, I. P. (1970). *Problems of ethics*. Scranton, PA: Chandler Publishing.

Ryan, K., & Cooper, J. M. (2013). *Those who can, teach* (13th ed.). Belmont: Wadsworth.

Stiggins, R. J. (1998). *Classroom assessment for student success*. Washington, D.C.: National Education Association.

Stiggins, R. J. (2008). *Student involved assessment for learning* (5th ed.). Columbus: Merrill, Prentice Hall

Stroh, G. W., (1979). *American ethical thought*. Chicago: Nelson-Hall.

Thomas, D., & Brown, J. S. (2011). *A new culture of learning*. USA: CPISA.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

8.2.1 Plagiarism Policy

"Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense. UNO Faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action." (Ethical Use of Print and Online Sources in Academic Papers University of Nebraska, April 2010)

In addition to plagiarism, there is a reuse of products issue which relates to academic integrity. Whenever a student desires to recycle a product or assignment from a previous course and wishes to use it to fulfill a new assignment in a different course, there are at least these two conditions which must apply. First, the student must be forthcoming about the reuse and seek advance approval from one or more instructors. Second, as a general rule, the product cannot be simply reused but must be extended significantly beyond its original form, and the nature of that extension must be fully communicated to and approved by the instructor(s). (Plagiarism Policy adopted by Teacher Education April 6, 2011)

8.2.2 LiveText Statement

"An active LiveText account may be a required resource for this course. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. LiveText may be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

* 8.3 Author(s):

Dr. Harrison Means, Ms. Sandra Byers

Calendar for EDUC 2020 Fall Semester 2013 (Revised)

Dr. Harrison Means RH 406 D hmeans@unomaha.edu

Please note that this calendar is not an itemization of what will happen in each class session. Instead, it is primarily a list of due dates and some hints at when to begin work on assignments. If I must adjust the dates, they will be announced via email and on blackboard. Also, please notice that some weeks are labeled with the phrase, "The Cloud." What that means is that I have the option of sending us all into cyberspace during those weeks instead of meeting as a large group class. In the Cloud we will be doing online discussions, online work of other types, and I will be available for face to face (by appointment) or email consultations. Whether or not we will be in the Cloud will be announced the week before and it is entirely optional based on factors I will take into account.

Missing class will not have a positive effect on any student's grade. Also, late submissions of assignments may not be accepted and will always receive a reduction in grade.

So, as long as we are on the topic of submitting work, when does a person do that? Here is the way it works. For example, for week two below, it says, "Do disposition survey and reflection #1 on PrEP." It means that in week two each student must have completed the survey, recorded the results, thought about it, and must have written a reflection and posted it in the text box provided on PrEP. If a student is in a three hour class on M or T, then it is due by class time on that day. If a student is in the M/W or T/TH section, the work is due by class time on the second day the class meets.

There are many specifications for the assignments listed below and they are to be found in the Assignment and Performance Schedule which is posted online in Blackboard.

August 2013

Week **#one** for Fall 2013—Classes begin August 26

- Start preparing for the wiki by drafting an autobiography and locating a digital snapshot—due online the week of 9/9
- Do philosophy survey on PrEP and think about what it means
- Begin searching for a teacher with ten or more years of experience to interview—do the interview after the midterm exam but make an appointment soon.

September 2013

Week **#two (9/2)**

- Do disposition survey and reflection #1 on PrEP
- After class, begin the philosophy statement (copy due on paper and online—week 5—9/23)

Week **#three (9/9)**

- Wiki must be finished by week #3 at sites.google.com and shared with means999@gmail.com See the following site for directions: sites.google.com/site/educationalfoundationsdrmeans Also, see the assignment and Performance Schedule for directions.
- Continue work on the philosophy statement—read chapters 4 and 5 for concepts

Week **#four (9/16)—The Cloud****

- Wiki due--online
- Begin ethical code—post draft one online in PrEP week of 9/30

Week #five (9/23)

- Philosophy essay due on paper and online(wiki and PrEP)-----submit paper copy in class or to RH 406 D

October 2013

Week #six (9/30-10/4) The Cloud

- Ethical Code #1 due week six—post online at PrEP
- Begin webquest to links and videos in order to revise the Ethical Code—See PrEP

Week #seven (10/7)

- Revise ethical code using readings and videos—Post online week nine (10/21)
- Prepare to do teacher interview after the midterm exam—make an appointment with a teacher if you have not done so

Week # eight (10/14) –Midterm exam—Week of October 14—bring computers

Week # nine (10/21)—The Cloud

- October 21 and 22 Semester break
- Post enhanced ethical code online

Week # ten (10/28)—

- Conduct teacher interview and post data—data due in PrEP November 20
- Return M.T. Exams

November 2013

Week # eleven (11/4)

- Post ethical clash and clash reaction for the ethics activity by week of 11/4

Week # twelve (11/11)—write teacher interview essay

Week # thirteen (11/18)—The Cloud

- **Data for Teacher Interview should be posted by 11/20**
- **Reminder: Teacher interview essay due week of December 2, via paper copy in class and posting to PrEP and Wiki**
- **Begin Curriculum/Instruction activity—see Assignment and Performance Schedule**

Week # fourteen (11/25)—The Cloud

- **Happy Thanksgiving but keep working on teacher interview essay and on the Curriculum activity**

December 2013

Week # fifteen (12/2)—

- Do disposition #2 and reflection—complete Curric/ Instr. activity
- Turn in paper copy of Teacher Interview and post online in Wiki and in PrEP.

Week # **sixteen** (12/9)—Prep week; Curric/Instr activity handed in during class.

Week # **seventeen** (12/16)—FINAL EXAMS--Times are set by UNO--see Academic Calendar

****Any week labeled “The Cloud” will probably be conducted in the cloud, in cyberspace, or put another way, online. Each week so labeled will not be an automatic online event. I will confirm the situation for each one via email, an in-class announcement, or some other communication.**

- Course Information -

University:	University of Nebraska at Omaha
College:	Education
Curriculum:	Educational Professional Seq
Number:	2030
Type:	Lecture
Title:	Human Relations for Bias-Free Classrooms
Short title:	Human Relations
Effective term:	Summer 2013
Graduate non-degree students:	Allowed
Can course be taken for credit multiple times?	No

- Credit Hours Information -

Type:	Fixed
Hours:	3

- Duplicate Information -

Curriculum:	Not applicable
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- Cross-listing and/or Dual-listing (UG/G) Information -

Courses:	Not applicable
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- 1.0 Course Description Information -

1.1 Catalog description:

This course is designed to increase multicultural knowledge and positively impact the diversity dispositions of prospective teacher candidates. It is also designed to help them become more aware of ways to motivate and positively impact the youths they will encounter in their future classrooms. Prospective teacher candidates will examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, and social class with the goal of becoming dedicated practitioners, reflective scholars, and responsible citizens who can meet their professional responsibilities.

1.2 Prerequisites of the course:

2.50 GPA

1.3 Overview of content and purpose of the course:

See course description. Also, all prospective teacher candidates who complete the human relations course should understand the legal requirements the state of Nebraska has for teaching multiculturally, every day, in the public schools. The human relations course is intended to be the first strong step in preparing candidates to be dedicated to that task, to reflect upon ways to do the work effectively, and to work toward helping public school students respect the diversity of the cultures in the United States of America. The teacher candidates will also examine the role of human relations attitudes in assessing pupil learning.

1.4 Unusual circumstances of the course:

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

The course is intended for prospective undergraduate teacher candidates in education.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

Usually there are five or six sections per semester. About 500 students will register annually.

2.3 If it is a significant change to an existing course please explain why it is needed:

The course is being submitted for approval as a General Education course in the area of Diversity-U.S.

- 3.0 Objective Information -Is this course part of or being proposed for the General Education curriculum?

Yes, General Education area: Diversity in the US

3.1 List of performance objectives stated as student learning outcomes:

At the completion of this course, the teacher candidate should be able to:

3.1 Comprehend and understand how the values, lifestyles, contributions, and history of a multicultural, pluralistic society influence the classroom teacher's roles.

3.2 Understand the multicultural nature of society in the USA and the impact of this diversity on the classroom teacher's role in assessing learner needs. (INTASC #3; specifically - Knowledge 3.1, and Disposition 3.4) (Nebraska Rule 20 - 005.14A and 005.14E)

3.3 Understand how the forces of historical bias and biased education have impacted the quality of people and human relations development during three centuries in this country. (INTASC #1; specifically - Knowledge 1.2, and Disposition 1.7) (Nebraska Rule 20 - 005.14D)

3.4 Recognize dehumanizing biases, including but not limited to, sexism, racism, ageism, prejudice, social class-ism, and discrimination, and develop an awareness of the impact such biases have on interpersonal relationships and the implementation of learning activities in educational settings.. (INTASC # 3; specifically - Disposition 3.4, and Performance 3.8) (Nebraska Rule 20 - 005.14B)

3.5 Develop respect for human dignity and individual rights, and relate effectively to other individuals and groups in cultures and sub-cultures other than the teacher candidate's own. Teacher candidates will understand how this will influence their roles as dedicated practitioners and reflective scholars. (INTASC #1; specifically - Performance 1.9) (INTASC Principle 5; specifically - Knowledge 5.2, and Disposition 5.4) (INTASC Principle 3; specifically - Knowledge 3.1, and Disposition 3.4) (Nebraska Rule 20 - 005.14D, and 005.14C)

3.6 Cultivate an awareness and understanding of the following concepts as they relate to learner needs. (INTASC #7)

Power

Ethnicity

Prestige/Privilege

Religious intolerance

Economic/global education

Language/accent

Geography

Sexual orientation

Technology

Handicapping conditions

Self-fulfilling prophecy

Physical appearance

Racism

Sexism

Ageism

3.7 Describe, identify, and implement strategies for enhancing communication skills, listening skills, and language proficiency. (INTASC #6; specifically - Knowledge 6.3, Disposition 6.5, and Performance 6.10)

3.8 Describe, identify, and implement strategies appropriate for teacher candidates with physical challenges and other special needs. (INTASC #2; specifically - Knowledge 2.2, Disposition 2.4, and Performance 2.5)

3.9 Describe, identify, and implement strategies appropriate for teacher candidates to be effective in working with parents and various institutions within the community. (INTASC #10; specifically - Knowledge 10.1, Disposition 10.3, and Performance 10.8)

3.10 Engage in meaningful reflection and self-analysis, an analysis of multicultural strengths and weaknesses, and acquire a theoretical base and practical suggestions upon which personal and professional growth can be achieved. (INTASC Principle 8; specifically - Disposition 8.3, and Performance 8.7) (INTASC # 9; specifically - Knowledge 9.1, Disposition 9.3) (Nebraska Rule 20 - 005.14F)

3.11 Describe, identify, and implement strategies that promote the comprehension of multicultural content and literacy. (INTASC #1; specifically - Knowledge 1.1, Disposition 1.4, and Performance 1.7) (Nebraska Rule 20 - 005.14C, and 005.14D)

3.12 Describe, identify, and implement strategies that promote meta-cognition and critical thinking skills needed for social problem solving. (INTASC Principle 4; specifically - Knowledge 4.1, Disposition 4.2, and Performance 4.3) (INTASC #5; specifically - Disposition 5.4, and Performance 5.5) (Nebraska Rule 20 - 005.14F)

3.13 Have a working knowledge of how technology can be utilized to help deliver a better learning environment to pupils, and to be able to help students become more proficient in the use of technology in their studies. (INTASC #6; specifically - Knowledge 6.4, and Disposition.)

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

3.2.1 Student Learning Outcome *(Describe how the course meets the SLO(s).)*

Diversity in the US: demonstrate knowledge of the role and contributions of one or more underrepresented groups in the development of the United States;
The following course objectives address this SLO:

3.1 Comprehend and understand how the values, lifestyles, contributions, and history of a multicultural, pluralistic society influence the classroom teacher's roles

3.10 Engage in meaningful reflection and self-analysis, an analysis of multicultural strengths and weaknesses, and acquire a theoretical base and practical suggestions upon which personal and professional growth can be achieved.

The following major topic(s) address this SLO:

4.0.1 Diversity in American Society

4.0.1.1 Diversity in micro-cultures

4.0.7 The impact of ethnicity on American culture

and/or political factors that shape aspects of one or more diverse groups;

The following course objectives address this SLO:

3.3 Understand how the forces of historical bias and biased education have impacted the quality of people and human relations development during three centuries in this country.

3.4 Recognize dehumanizing biases, including but not limited to, sexism, racism, ageism, prejudice, social class-ism, and discrimination, and develop an awareness of the impact such biases have on interpersonal relations and the implementation of learning activities in educational settings

3.6 Cultivate an awareness and understanding of the following concepts as they relate to learner needs: power, economic/global education, geography, technology, self-fulfilling prophecy, racism, sexism, ageism, ethnicity, religious intolerance, language/accent, sexual orientation, handicapping conditions, physical appearance

The following major topic(s) address this SLO:

4.0.1 Diversity in American Society

4.0.1.1 Diversity in micro-cultures

4.0.3 Socialization and cultural diversity

4.0.4 Bias

4.0.7 Impact of ethnicity in America

4.0.8 Civil rights and social justice

4.0.9 Majority/minority relations and issues of power

4.0.10 Gender issues and equity

4.0.11 Language issues in a multicultural society

4.0.12 Sexual orientation issues

4.0.13 United States' citizens in the global community

3.2.3 Student Learning Outcome *(Describe how the course meets the SLO(s).)*

Diversity in the US: recognize and articulate differences, expectations, and/or challenges experienced by one or more underrepresented groups;

The following course objective(s) address this SLO:

3.2 Understand the multicultural nature of society in the USA and the impact of this diversity on the classroom teacher's role in assessing learner needs

3.3 Understand how the forces of historical bias and biased education have impacted the quality of people and human relations development during three centuries in this country

3.4 Recognize dehumanizing biases, including but not limited to, sexism, racism, ageism, prejudice, social class-ism, and discrimination, and develop an awareness of the impact such biases have on interpersonal relationships and the implementation of learning activities in educational settings

3.10 Engage in meaningful reflection and self-analysis, an analysis of multicultural strengths and

professional growth can be achieved.

The following major topic(s) address this SLO:

4.0.1.2 Processes of assimilation

4.0.1.3 Structural assimilation

4.0.1.4 Cultural assimilation

4.0.8 Civil rights and social justice

4.0.9 Majority/minority relations and issues of power

4.0.10 Gender issues and equity

4.0.11 Language issues in a multicultural society

4.0.12 Sexual orientation issues

3.2.4 Student Learning Outcome *(Describe how the course meets the SLO(s).)*

Diversity in the US: explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

The following course objective(s) address this SLO:

3.5 Develop respect for human dignity and individual rights, and relate effectively to other individuals and groups in cultures and sub-cultures

3.6 Cultivate an awareness and understanding of the following concepts as they relate to learner needs: power, economic/global education, geography, technology, self-fulfilling prophecy, racism, sexism, ageism, ethnicity, religious intolerance, language/accent, sexual orientation, handicapping conditions, and physical appearance

3.7 Describe, identify, and implement strategies for enhancing communication skills, listening skills, and language proficiency

3.9 Describe, identify, and implement strategies to be effective in working with parents and various institutions within the community

3.10 Engage in meaningful reflection and self-analysis, an analysis of multicultural strengths and weaknesses, and acquire a theoretical base and practical suggestions upon which personal and professional growth can be achieved.

3.11 Describe, identify, and implement strategies that promote the comprehension of multicultural content and literacy

3.12 Describe, identify and implement strategies that promote meta-cognition and critical thinking skills needed for social problem solving

The following major topic(s) address this SLO:

4.0.1 Diversity in American Society

- 4.0.1.1 Diversity in micro-cultures
- 4.0.1.2 Processes of assimilation
- 4.0.1.3 Structural assimilation
- 4.0.1.4 Cultural assimilation
- 4.0.2 Theories of cultural integration
- 4.0.3 Socialization and cultural diversity
- 4.0.9 Majority/minority relations and issues of power
- 4.0.10 Gender issues and equity
- 4.0.11 Language issues in a multicultural society
- 4.0.12 Sexual orientation issues

- *4.0 Content and Organization Information* -

4.1 List the major topics central to this course:

- 4.0.1 Diversity in American Society
 - 4.0.1.1 Diversity in micro-cultures
 - 4.0.1.2 Processes of assimilation
 - 4.0.1.3 Structural assimilation
 - 4.0.1.4 Cultural assimilation
- 4.0.2 Theories of cultural integration
- 4.0.3 Socialization and cultural diversity
- 4.0.4 Bias
- 4.0.5 Multicultural education
- 4.0.6 History of ethnicity in America
- 4.0.7 The impact of ethnicity on American culture
- 4.0.8 Civil rights and social justice
- 4.0.9 Majority/minority relations and issues of power
- 4.0.10 Gender issues and equity
- 4.0.11 Language issues in a multicultural society

4.0.12 Sexual orientation issues

4.0.13 United States' citizens in the global community

- *5.0 Teaching Methodology Information* -

5.1 Methods:

5.1 Teaching methods--instructors of the course will:

5.1.1 Assess the learning needs of the class

5.1.2 Prescribe appropriate learning activities

5.1.3 Implement appropriate teaching methods including lectures, large and small group discussions, group projects, individual reports and other written assignments, both for submission on paper or the digital portfolio (PrEP).

5.2 Student role:

Work toward becoming dedicated practitioners, reflective scholars, and responsible citizens who seek a more equitable society.

- *6.0 Evaluation Information* -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

6.1 Prospective Teacher Candidate Projects as assigned by instructors.

6.1.1 Individual assignments designed to increase individual understanding and awareness of issues in a multicultural society.

6.1.2 Portfolio assignments for PrEP will be submitted online.

6.1.2 In submitting this course for the general education curriculum, it is understood that the department will be responsible for providing a regular assessment report of how each of the student learning objectives shown in 3.2.1-3.2.4 are being met. The format for this report will be specified by the UNO Assessment Committee.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

6.2.1 Examinations - midterm and final

6.2.2 Activities assigned and graded by individual instructors according to criteria the instructor establishes for the specific section.

6.3 Grading type:

Letter grades

Different instructors develop individual grading arrangements but everyone uses the UNO system of rank order letter grades from A+ to F. No specific process of determining the individual grades or final grade is prescribed by the teaching team for individual instructors.

- *7.0 Resource Material Information* -

7.1 Textbook(s) or other required readings used in course:

(The teaching faculty usually review to retain and/or select a new textbook every two or three

years.) The current text is:

Gollnick, D., & Chinn, P. (2006). *Multicultural education in a pluralistic society* (7th ed.). Upper Saddle River, NJ: Pearson.

7.2 Other student suggested reading materials:

Other reading materials as assigned by individual instructors and as presented in PrEP.

7.3 Current bibliography and other resources:

Atkinson, D. R. (2004). *Counseling American minorities* (6th ed.). Boston, MA: McGraw Hill.

Banks, J. (2008). *Multicultural education* (4th ed.). Boston, MA: Allyn & Bacon.

Banks, J. (2009). *Teaching strategies for ethnic studies* (8th ed.). Boston, MA: Allyn & Bacon.

Banks, J., & Banks, C. A. (Eds.). (2010). *Multicultural education: Issues and perspectives* (7th Ed.). New York: Wiley & Sons.

Bean, J. (Ed.), (2009). *Race and liberty: The essential reader*. Oakland, CA: The Independent Institute.

Bennett, C. (2007). *Comprehensive multicultural education* (6th ed.). Boston, MA: Pearson, Allyn & Bacon.

Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass

Diller, J. V. (2011). *Cultural diversity: A primer for the human services* (4th ed.). Belmont, CA: Thomas Brooks Cole.

Garmon, M. A. (2006). *Six key factors for changing preservice teachers' attitudes/beliefs about diversity*. *Educational Studies*, 38 (3), 275-286.

Gollnick, D. M., & Chinn, P. C. (2013). *Multicultural education in a pluralistic society* (9th ed.). Upper Saddle River, NJ: Pearson.

Farley, J. E. (2010). *Majority minority relations* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Helm, C. M. (2006). *Teacher dispositions as predictors of good teaching*. *Clearinghouse*, 79 (3), 117-118.

Hogan, M. (2013). *Four skills of cultural competence: A process for understanding and practice* (4th ed.). Belmont, CA: Brooks Cole.

Koppelman, K. L., & Goodhart, R. L. (2008). *Understanding human differences: Multicultural education for a diverse America* (2nd ed.). Boston MA: Pearson Allyn & Bacon.

Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (3rd ed.). Belmont, CA: Thomas Brooks Cole.

May, S., & Sleeter, C. (2010). *Critical multiculturalism theory and practice*. New York, NY: Routledge.

Moule, J. (2012). *Cultural competence: A primer for educators* (2nd ed.). Belmont, CA: Wadsworth.

education (6th ed.). Boston, MA: Pearson, Allyn & Bacon.

Robinson-Wood, T. L. (2013). *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. Upper Saddle River, NJ: Pearson, Merrill.

Sleeter, C., & Grant, C. (2009). *Making choices for multicultural education: Five approaches to race, class, and gender* (6th ed.). Hoboken, NJ: Wiley Bassey Jones Education.

Sue, D. W., & Sue, D. (2013). *Counseling the culturally different: Theory and practice* (6th ed.). New York, NY: John Wiley and Sons.

Sleeter, C., & Grant, C. (2009). *Turning on learning: Five approaches to race, class, gender, and disability* (5th ed.). Hoboken, NJ: Wiley.

Spradlin, L. K. (2012). *Diversity matters: Understanding diversity in the schools* (2nd ed). Belmont, CA: Wadsworth, Cengage Learning.

Whitley, B. E., & Kite, M. E. (2006). *The psychology of prejudice and discrimination*. Belmont, CA: Thomson, Wadworth.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

8.2.1 Academic Integrity

Plagiarism Policy (adopted by Teacher Education April 6, 2011)

"Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offence. UNO faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action." (Ethical Use of Print and Online Sources in Academic Papers, University of Nebraska, April 2010)

In addition to plagiarism, there is a reuse of products issue which relates to academic integrity. Whenever a student desires to recycle a product or assignment from a previous course and wishes to use it to fulfill a new assignment in a different course, there are at least these two conditions which must apply. First, the student must be forthcoming about the reuse and seek advance approval from one or more instructors. Second, as a general rule, the product cannot be simply reused but must be extended significantly beyond its original form and the nature of that extension must be fully communicated to and approved by the instructor(s).

8.2.2 LiveText Statement

"An active LiveText account may be a required resource for this course. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. LiveText may be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to

if you continue to need it for additional coursework or would like to maintain it for your personal use."

* 8.3 Author(s):

Drs. William Austin, Harrison Means, Franklin Thompson and Ms. Sandra Byers

EDUC 2030 COURSE OUTLINE

SPRING 2014

Please note that the presentations of the lectures and the due dates for completion of the group case study analyses are not "locked in stone" and can be pushed back depending on how quickly and how well the content is absorbed by all students. It is important that everyone understands the concepts before we move to the next. However, the due dates for the individual written assignments are locked in stone! If you select Option One then you must remain on Option One throughout the semester. If you select Option Two you must remain with Option Two throughout the semester!

- A. Introduction to course requirements.
- B. Lecture notes: "The Basic of Human Relations – Parts I & II"
- C. Case Study Analysis Introduction

*

- A. Lecture notes: "Prejudice and Discrimination"
- B. Group Case Study Analysis 1: *The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).***

*

- A. Lecture notes: "Required Skills for Culturally-Effective Teaching (Part One)"
- B. Reading assignment: *Foundations of Multicultural Education* Chapter 1
- C. Writing assignment for submission: "Questions for Discussion *on page 33. If you are on Option 1 this assignment is due by March 21st at 5:00pm. If you are on Option 2 this assignment is due by January 31st at 5:00pm.*

*

- A. Lecture notes: Culturally Responsive Education - Toolbox A: Individual Differences That Affect Teaching and Learning.
- B. Reading assignment: *Ethnicity and Race* Chapter 2
- C. **Group Case Study Analysis 2: Toolbox A: Individual Differences That Affect Teaching and Learning”, The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).**
- D. Writing assignment for submission: “Questions for Discussion” on page 71. **If you are on Option 1 this assignment is due by March 21st at 5:00pm. If you are on Option 2 this assignment is due by January 31st at 5:00pm.**

*

- A. Lecture notes: Culturally Responsive Education - Toolbox B: Learning Styles Equal Teaching Styles.
- B. Reading assignment: Pearson Custom Library *Class and Socioeconomic Status* Chapter 3.
- C. **Group Case Study Analysis 3: Culturally Responsive Education - Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning”, The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).**
- D. Writing assignment for submission: Professional Practice “Questions for Discussion” page 105. **If you are on Option 1 this assignment is due by March 21st at 5:00pm. If you are on Option 2 this assignment is due by February 28th at 5:00pm.**

*

- A. Lecture notes: Culturally Responsive Education -Toolbox C: The School as a Social System.
- B. Reading assignment: *Gender* Chapter 4.

Education -Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning”, The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).

- D. Writing assignment for submission: Professional Practice “Questions for Discussion” page 139. ***If you are on Option 1 this assignment is due by March 21st at 5:00pm. If you are on Option 2 this assignment is due by February 28th at 5:00pm.***

*

- A. Lecture notes: Culturally Responsive Education -The Exceptionalities Toolbox
- B. Reading assignment: *Sexual Orientation* Chapter 5.
- C. ***Group Case Study Analysis 5: The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning”, The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).***
- D. Writing assignment for submission “Questions for Discussion” on page 169. ***If you are on Option 1 this assignment is March 21st at 5:00pm. If you are on Option 2 this assignment is due by March 14th at 5:00pm.***

*

- A. Lecture notes: “The Language Toolbox”.
- B. Reading assignment: *Exceptionality* Chapter 6
- C. ***Group Case Studies Analysis 6: The Language Toolbox, The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning”. The Nature of Relationships and the Nature of***

Prejudice and Discrimination. Due (TBA).

- D. Writing assignment for submission: "Questions for Discussion" on page 203. ***If you are on Option 1 this assignment is due by April 9th at 5:00pm. If you are on Option 2 this assignment is due by April 4th at 5:00pm.***

*

- A. Lecture notes: "The Nature of Power".
- B. Reading assignment: "Power and Privilege" by Mark Baildon.
- C. ***Group Case Studies Analysis 7 - The Nature of Power, The Language Toolbox, The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning", The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).***
- D. Writing assignment for submission: "Power and Privilege" by Mark Baildon. ***If you are on Option 1 this assignment is due by May 9th at 5:00pm. If you are on Option 2 this assignment is due by April 4th at 5:00pm.***

*

- A. Lecture notes: "Teacher Pedagogical Behavior to Student Cultural Displays".
- B. Reading assignment: Pearson Custom Library: *Language* Chapter 7.
- C. ***Group Case Studies Analysis 8 - Teacher Pedagogical Behavior to Student Cultural Displays, The Nature of Power, The Language Toolbox, The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning",***

and Discrimination. Due (TBA).

- D. Writing assignment for submission: "Questions for Discussion" on page 234. ***If you are on Option 1 this assignment is due by May 9th at 5:00pm. If you are on Option 2 this assignment is due by April 11th at 5:00pm.***

*

A. Lecture notes "Culturally Competent Classroom Management"

B. Reading assignment: Pearson Custom Library (*Religion*) Chapter 8.

C. ***Group Case Studies Analysis 9 - Culturally Competent Classroom Management, Teacher Pedagogical Behavior to Student Cultural Displays, The Nature of Power, The Language Toolbox, The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning", The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).***

D. Writing assignment for submission: "Questions for Discussion" on page 275. ***If you are on Option 1 this assignment is due by May 9th at 5:00pm. If you are on Option 2 this assignment is due by April 25th at 5:00pm.***

*

A. Lecture notes: "How to Create & Sustain a Culturally-Compatible Learning Environment".

B. Reading assignment: *Geography* Chapter 9.

C. ***Group Case Studies Analysis 10 - How to Create & Sustain a Culturally-Compatible Learning Environment", Culturally Competent Classroom Management, Teacher Pedagogical Behavior to Student Cultural Displays, The Nature of Power, The Language Toolbox, The Exceptionalities Toolbox, Toolbox C: The School as a Social System, Toolbox B: Learning Styles Equal Teaching Styles, Toolbox A: Individual Differences That Affect Teaching and Learning", The Nature of Relationships and the Nature of Prejudice and Discrimination. Due (TBA).***

C. Writing assignment for submission: "Questions for Discussion" on page 314. ***If you are on Option 1 this assignment is due by May 9th at 5:00pm. If you are on Option***

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- A. Reading assignment: *The Youth Culture* Chapter 10.
- B. Writing assignment for submission: "Questions for Discussion" on page 345. **If you are on Option 1 this assignment is due by May 9th at 5:00pm. If you are on Option 2 this assignment is due by May 9th at 5:00pm.**

Personal Cultural Growth Journals are due May 9th @5:00 pm.

HUMAN RELATIONS

EDUC 2030 - 3 Undergraduate Credit Hours

Fall 2011

COURSE OUTLINE

Instructor: Dr. Franklin T. Thompson

Office Hours: RH 212 (B) M, W, F 8:00 – 8:45 AM
M, W, F 11:00 – 12:30 PM
Wed. 3:00 – 4:00 PM
Thurs. 8:00 – 12:00 Noon
Or By Appointment

Telephone: 554-3603 E-mail: fthompson@mail.unomaha.edu

Class Room: Roskens 401 (M, W, F)

Times: (1) 9:00 AM - Section 004
(2) 10:00 AM - Section 006
(3) 11:00 AM – Section 005

A. Mandatory Textbooks (2):

Gollnick, D. M., & Chinn, P. C. (2008). *Multicultural education in a pluralistic society* (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Farley, John (2010). *Majority-Minority Relations* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

B. Supplemental Text (on reserve in KH room 538):

Banks, J. A. (2008). *Teaching Strategies for Ethnic Studies* (8th ed.). Boston,

1.0 COURSE DESCRIPTION

1.1 This course is designed to increase multicultural knowledge and positively impact the diversity disposition of prospective teacher candidates. It is also designed to help them become more aware of ways to motivate and positively impact the youths they will encounter in their future classrooms. Prospective teacher candidates will examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, and social class with the goal of becoming dedicated practitioners, reflective scholars, and responsible citizens who can meet their professional responsibilities. The teacher candidates will also examine the role of human relations attitudes in assessing pupil learning.

1.2 The course is intended for prospective undergraduate teacher candidates in education.

1.3 Prerequisite: 2.50 GPA

1.4 Unusual circumstances: none

2.0 Course Justification Information

2.1 Usually there are five or six sections per semester

2.2 About 500 students per year will register

2.3 No significant changes have been made

3.0 OBJECTIVES (Also, see the COE Conceptual Framework adopted April, 2007)

At the completion of this course, the teacher candidate should be able to:

3.1 Comprehend and understand how the values, lifestyles, contributions, and history of a multicultural, pluralistic society influence the classroom teacher's roles. (INTASC Principle 5; specifically - Knowledge 5.1, Disposition 5.3, and Performance 5.6) (Nebraska Rule 20 - 005.14C)

3.2 Understand the multicultural nature of American society and the impact of this diversity on the classroom teacher's role in assessing learner needs. (INTASC Principle 3; specifically - Knowledge 3.1, and Disposition 3.4) (Nebraska Rule 20 - 005.14A and 005.14E)

3.3 Understand how the forces of historical bias and biased education have impacted the quality of people and human relations development during three centuries in this country. (INTASC Principle 1; specifically - Knowledge 1.2, and Disposition 1.7) (Nebraska Rule 20 - 005.14D)

3.4 Recognize dehumanizing biases, including but not limited to, sexism, racism, ageism, prejudice, social class-ism, and discrimination, and develop an awareness of the impact such biases have on interpersonal relationships and the implementation of learning activities in educational settings.. (INTASC Principle 3; specifically - Disposition 3.4, and Performance 3.8) (Nebraska Rule 20 - 005.14B)

3.5 Develop respect for human dignity and individual rights, and relate effectively to other individuals and groups in cultures and sub-cultures other than the teacher candidate's own. Teacher candidates will understand how this will influence their

specifically - Performance 1.9) (INTASC Principle 5; specifically - Knowledge 5.2, and Disposition 5.4) (INTASC Principle 3; specifically - Knowledge 3.1, and Disposition 3.4) (Nebraska Rule 20 - 005.14D, and 005.14C)

3.6 Cultivate an awareness and understanding of the following concepts as they relate to learner needs.

Power	ethnicity
Prestige	religious intolerance
Economic/global education	language/accent
Geography	sexual orientation
Technology	handicapping conditions
Self-fulfilling prophecy	physical appearance
Racism	
Sexism	
Ageism	

3.7 Describe, identify, and implement strategies for enhancing communication skills, listening skills, and language proficiency. (INTASC Principle 6; specifically - Knowledge 6.3, Disposition 6.5, and Performance 6.10)

3.8 Describe, identify, and implement strategies appropriate for teacher candidates with physical challenges and other special needs. (INTASC Principle 2; specifically - Knowledge 2.2, Disposition 2.4, and Performance 2.5)

3.9 Describe, identify, and implement strategies appropriate for teacher candidates to be effective in working with parents and various institutions within the community. (INTASC Principle 10; specifically - Knowledge 10.1, Disposition 10.3, and Performance 10.8)

3.10 Engage in meaningful reflection and self-analysis, an analysis of multicultural strengths and weaknesses, and acquire a theoretical base and practical suggestions upon which personal and professional growth can be achieved. (INTASC Principle 8; specifically - Disposition 8.3, and Performance 8.7) (INTASC Principle 9; specifically - Knowledge 9.1, Disposition 9.3) (Nebraska Rule 20 - 005.14F)

3.11 Describe, identify, and implement strategies that promote the comprehension of multicultural content and literacy. (INTASC Principle 1; specifically - Knowledge 1.1, Disposition 1.4, and Performance 1.7) (Nebraska Rule 20 - 005.14C, and 005.14D)

3.12 Describe, identify, and implement strategies that promote meta-cognition and critical thinking skills needed for social problem solving. (INTASC Principle 4; specifically - Knowledge 4.1, Disposition 4.2, and Performance 4.3) (INTASC Principle 5; specifically - Disposition 5.4, and Performance 5.5) (Nebraska Rule 20 - 005.14F)

3.13 Have a working knowledge of how technology can be utilized to help deliver a better learning environment to pupils, and to be able to help students become more proficient in the use of technology in their studies. (INTASC Principle 6; specifically - Knowledge 6.4, and Disposition.

4.0 CONTENT AND ORGANIZATION

4.0.1 Diversity in American Society

- 4.0.1.2 Processes of assimilation
- 4.0.1.3 Structural assimilation
- 4.0.1.4 Cultural assimilation
- 4.0.2 Theories of cultural integration
- 4.0.3 Socialization and cultural diversity
- 4.0.4 Bias
- 4.0.5 Multicultural education
- 4.0.6 History of ethnicity in America
- 4.0.7 The impact of ethnicity on American culture
- 4.0.8 Civil rights and social justice
- 4.0.9 Majority/minority relations and issues of power
- 4.0.10 Gender issues and equity
- 4.0.11 Language issues in a multicultural society
- 4.0.12 Sexual orientation issues
- 4.0.13 United States citizens in the global community

5.0 TEACHING METHODOLOGY

5.1 Teaching methods—instructors of the course will:

- 5.1.1 Assess the learning needs of the class
- 5.1.2 Will prescribe appropriate activities
- 5.1.3 Will implement appropriate teaching methods including lectures, large and small group discussions, group projects, individual reports and other written assignments, both for submission on paper or the digital portfolio (PrEP).

5.2 Student Role: Work toward becoming dedicated practitioners, reflective scholars, and responsible citizens who seek a more equitable society.

The student is considered an "active participant" in the learning environment, and such will:

- A. Participate in all activities as a member of the class.
- B. Complete assigned reading and research assignments in a timely manner.
- C. Prepare and present various reading and research assignments.
- D. View and react to media presentations and guest speakers.
- E. Engage in independent study.
- F. Acquire the skill of becoming an orchestrator of the learning environment.
- G. Learn to utilize technology to enhance multicultural curriculum delivery.

5.3 Contact hours

The course will meet for a total of forty-five contact hours and prospective teacher candidates will receive three semester hours of credit if all requirements are completed.

6.0 Primary Focus of the Course

20%	A Critical Analysis of the <i>Abuse of Power & Privilege</i>
10%	Cross-Cultural Communication & Overall People Skills
10%	Sexism & Special Needs Disadvantage
05%	At-Risk Youth
05%	Urban Education Issues

6.0.1 Secondary Issues Covered by the Course

1. Conflict Resolution
2. Contemporary Social Problems
3. Physical Appearance Bias
4. Classroom Management Skills

6.0.2 Overall Goals of the Course (aimed at both the professional and personal side of human development):

This course will deal with various multicultural and diversity topics with a goal of accomplishing the following areas of growth for students:

1. To Promote Greater Self-Analysis and Self-Assessment
2. To Increasing the Student=s Multicultural and Diversity Knowledge Base
3. To Widening the Student=s World View Perspective
4. The Development of Overall Multicultural Competence
5. To Recruit Change Agents to go out and Combat Racism, Prejudice, Discrimination, and other Social Alsm-Schisms@ in Society.
6. The Acquisition of human relations problem solving skills
7. The Acquisition of Intervention Strategies and Techniques for a Diverse Population.

Special Note: 50% of this class will be dedicated to the actual multicultural classroom teaching process. The other 50% of the class will be geared towards general race relations as well as encouraging students to become better persons, which in turn will help make them become more diverse-sensitive educators and help-professionals. EDUC 2030 is both an education course and a life-long-learning sociology course.

In addition, it is important for the student to go beyond the cookbook AJust give me some recipes that work@ approach. The ultimate goal of education is to train future leaders who will go out and build a better society.

7.0 Physically Challenged or Learning Disabled?

Accommodations are provided for students with verified disabilities. For information, contact Services for Students with Disabilities (SSD) in EAB 117, or call 554-2872 or TTY 554-3799. If you have any questions or concerns, please contact Kate Clark, coordinator of SDD at the above numbers. You may also wish to contact your instructor as soon as possible in order to ensure that your academic and structural needs are met.

8.0 ASSESSMENT

Self-assessment, group assessment, testing, homework and teacher assessment will be used to determine students' current knowledge base concerning multicultural issues in the field of education.

9.0 EVALUATION

Absence Policy: attendance represents approx. 10% of your total semester grade. ***Good attendance is a definite requirement for this course.*** Much of your learning will take place in class above and beyond the textbooks and homework assignments. All students will start off the semester with 100 points. You will be assessed penalty points based on the following formula:

0	Absences	=	100 Points
1	Absence	=	100 Points
2	Absences	=	90 Points
3	Absences	=	80 Points
4	Absences	=	70 Points
5	Absences	=	60 Points
6	Absences	=	40 Points
7	Absences	=	25 Points
8	Absences	=	10 Points
9	Absences	=	05 Points
10+	Absences	=	Inc. or Failing Grade for

the Course

A problem with tardiness will count against your attendance point totals. Students will be held accountable for all announcements, handouts, and in-class activities when they are absent. It will not be the instructor's duty to keep up with this student responsibility.

10.0 Basis for determining final grade:

	<u>Grading Scale</u>	<u>Approx. Pts.</u>	<u>Approx. %</u>	
	Three Unit Quizzes	120 pts.	12.00%	100
= A+	Midterm Exam	200 pts.	20.00%	99-
95 = A	Final Exam	200 pts.	20.00%	94-
91 = A-	Group Presentation & Paper	200 pts.	20.00%	88-
90 = B+	Attendance & Tardies	100 pts.	10.00%	87-
84 = B	Homework, Reactions, etc.	55 pts.	5.50%	83-
80 = B-	Skills & Dispositions	50 pts.	5.00%	79-77 = C+
73 = C	Active Positive Class Participation	50 pts.	5.00%	76-
70 = C-	COE - Electronic Portfolio	25 pts.	2.50%	72-
67 = D+	(Includes Pass/Fail, Pre & Post Self-Assessment surveys)			69-
			66-63 = D	62-

00 = F

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Approx. Totals	1000 pts.	100.0%

(*) The communications skills and dispositions points will be based on whether or not you are strong in the area of **Multicultural Teacher Dispositions**. The following is the National Council for Accreditation of Teacher Education (NCATE) definition of Teacher Disposition:

“The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. NCATE examples of appropriate values include—include a belief that all kids can learn, a vision of high and challenging standards, and a commitment to a safe and supportive learning environment.”

In addition to this generalized definition, refer to the instructor’s addendum sheet listed on UNO Blackboard for a description of the 13 multicultural dispositions that will govern all curriculum and activities for this class.

**** Written Assignments

Group papers or semester projects are to be computer-printed or typed. The instructor will announce if daily assignments can be handwritten, however. Gross typographical and grammatical errors or failure to follow prescribed formats may negatively affect the grade you receive. Homework assignments must be handed in on or before the due date. Students have one class period past the due date to turn in a homework assignment in order to get half credit. After that, the assignment will be counted as a permanent **zero**. **Missed in-class assignments cannot be made up at all.** *The teacher deserves the right to give spontaneous assignments that are not pre-listed in syllabus.*

**** Tests (and Instructor Comments on Grading)

Tests are comprehensive and include all forms of objective (i.e. - multiple choice, true/false, etc.) and subjective (i.e. - essay) forms of questioning. Dr. Thompson's tests are exhaustive and challenging; you must prepare well in order to pass them. He counter balances demanding a lot out of students by grading leniently (The instructor is open to grading on a curve). Also, a review sheet will be given 7-10 days before the exam, and an in-class review session will also take place before the exam.

**** Reading Assignments

The key to being successful in this class is to keep up with the reading assignments. Do not procrastinate with this obligation. If you keep up, the course becomes very manageable. If you procrastinate and wait until the last minute, this course can become a very interesting experience. Students are reminded that until the department of Teacher Education decides to make EDUC 2030 a two-semester course (as it should be), the instructor’s hands are

the course.

Plagiarism Policy (adopted by Teacher Education April 6, 2011)

“Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense. UNO faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action.” (Ethical Use of Print and Online Sources in Academic Papers University of Nebraska, April 2010)

In addition to plagiarism, there is a reuse of products issue which relates to academic integrity. Whenever a student desires to recycle a product or assignment from a previous course and wishes to use it to fulfill a new assignment in a different course, there are at least these two conditions which must apply. First, the student must be forthcoming about the reuse and seek advance approval from one or more instructors. Second, as a general rule, the product cannot be simply reused but must be extended significantly beyond its original form and the nature of that extension must be fully communicated to and approved by the instructor(s).

11.0 READING ASSIGNMENTS & DUE DATES

TENTATIVE Reading Assignment & Due Date Schedule (subject to needed changes)

<u>Date</u>	<u>Week No.</u>	<u>Readings, Topics and Assignments</u>
08-22	1 . . .	(1) Introductory statements – Instructor’s background and perspective which includes: (a) Instructor’s Apology #1 – there are not enough days to properly cover all human relations topics and/or groups; EDUC 2030 ought to be a two-semester class, (b) Apology #2 – the study of diversity and human relations is inherently a mixture of <i>fact and opinion</i> ; students will have to learn to navigate both without being fragile or frustrated about the final product (c) The main focus of the course: Although human relations will cover many diversity topics, studying race & ethnicity will be the top priority of this class [mandated by Nebraska law LB 922] – A side note: historically speaking, race was the one factor people used the most to discriminate by (d) Nevertheless, this class will also cover non-race groups because true human relations is far more than just looking at the color of one’s skin: Rather, <i>it’s about a critical understanding of how people of all backgrounds (intentionally or unintentionally) abuse power & privilege!</i> (2) Review of syllabus & requirements for the course. (3) Student electronic

	Relations Teacher Dispositions. Student Questions? Homework: Student Self-Evaluation (due next class period – part 1 electronic self survey; due today – an important in class survey). Read Farley chapter 1 (Introduction) for next class.
08-24 1 . . .	Instructor lecture & comments: HR Good/Bad News. A quick look at Multicultural Resistance. Ethnocentrism. <i>An Important Student Vote</i> . Imagine a condensed world. Philosophical Foundations-1: LB 250. Students take 20 minutes to meet in groups and share email addresses and phone numbers. Read Gollnick & Chinn Chpt. 1 (M.C. Foundations) for next class.
08-26 1 . . .	(a) A picture is worth a thousand words. <i>Image Theater: Line Exercise</i> . (b) Philosophical Foundations-2: Race - is it a reality or is it more a socio-political construct? Difference between prejudice, discrimination, and racism. Institutional vs. blatant racism. Asian Proverb. A Call for Change Agency Goes Forth to Students. (c) Read Farley 2 (M.C. Foundations) for next class.
08-29 2 . . .	Ice Breaker: <i>Forum Theater-1: A Day with Aunt Millie</i> . Philosophical Foundations-5: Communication Skills-1: reading cross-cultural communication on more than the obvious channel. Philosophical Foundations-3: The Ethnic Assimilation & Socialization Process. The real and the ideal of Race, Gender, and People Relations. Read Farley chapter 3 (M.C. Foundations) for next class period. <i>2nd Electronic homework</i> (majority group privilege) <i>due next class period</i> .
08-31 2 . . .	Discussion: Majority Group (i.e., White, male, American, able-bodied, etc.) Privilege: The biggest human relations pill to swallow. Film Clip: “True Colors” -- Just when you think there is no more racism in America. The Incredible Balancing Act: individual responsibilities vs. harsh realities about racism. The Need for a Serious Paradigm Shift. Read Gollnick & Chinn pp. 85-109 of chpt. 3 (Class & SES) for next class. <i>Take Unit 1 Blackboard Quiz</i> due by next Friday @ 5:00 PM (no late scores accepted).
09-02 2 . . .	(a) Film clip: “Hotel Rwanda.” (b) Philosophical Foundations-4: How Prejudice Develops. Ways in Which Prejudice can be Reduced. The Culture of Poverty. Read Gollnick & Chinn chapter 7 (Religion) next class period.
09-05 3 . . .	Labor Day – No School
09-07 3 . . .	Human Relations things that make you go “hmmm?” The need for more institutions to throw their hat into the ring. Philosophical Foundations-6:

	Read Farley chapter 4 (Race, Poverty, and Politics) for next class.
09-09 3 . . .	Philosophical Foundations-7: Prejudice Typologies. Colonized vs. Immigrant Minorities – A very important HR missing link. Historical Holes Theory. The connection between (a) Diversity & Politics, and (b) Poverty & Race. Read the following Farley pages regarding important HR Foundational Principles (pp. 108-116, 181-192).
09-12 4 . . .	Philosophical Foundations-8: The Political Continuum. The Order & Conflict Schools of Thought. Film Clip: Tyler’s Story.” Read Gollnick & Chinn chapter 5 (Exceptionalities) and Banks 8 (European Ethnicity) for next class.
09-14 4 . . .	Group #1 presents – Learning Disabled, Physical Disabilities and Other Special Needs Populations. Read Banks 9 (Jewish Ethnicity) and Farley 9 (the International Human Relations Scene) for next class period.
09-16 4 . . .	Group #2 presents – European, White American, and Jewish Culture & Ethnicity.
09-19 5 . . .	Brief Instructor Lecture: Jewish Americans and Jewish People of the World - Culture, Myths, Stereotypes, etc., (b) Two European American film clips. Read Gollnick & Chinn pp. 123-131 and 138-156 of chpt. 4 (Gender & Sexism) for next class.
09-21 5 . . .	Group #3 Presents – Sexism, Gender Inequity, and Needs of Female Students.
09-23 5 . . .	Sexism Part 2. (a) Film: “Still Killing Us Softly.” (b) <i>Forum Theater</i> -2: Sexual Harassment. Homework: Read Instructor’s Power Point Presentation on Race Identity Development (refer to UNO Blackboard).
09-26 6 . . .	Race Identity Development Part -1 [Sue & Sue Model]: a key human relations missing link.
09-28 6 . . .	Race Identity Development Part-2. Also, the James Banks Model [from chapter 3], (b) The identity models are a way to help kids who struggle with race & ethnic identity issues. <i>Take Unit 2 Blackboard Quiz</i> - due by next Wednesday @ 5:00 PM. Read Banks chapter 13 (Asian Americans) for next class period.
09-30 6 . . .	Group #4 Presents – Far East Asian & the Pacific Rim Cultures and Peoples.
10-03 7 . . .	Asian Americans-2: Instructor Lecture - Reasons for Asian Student Success. Myth of the Model Minority (b) Communication Skills-2 & 3: The 5 positions of conflict management. Assertiveness vs. Aggression. <i>Give midterm review sheet to students.</i> Read Banks chapter 10 (Mexican American) for next class period.
10-05 7 . . .	Asian Americans-3: (a) Film: Days of Waiting (Yesterday we were friends, and now today we are enemies?) (b) Reagan & Bush Sr. Reparations. Instructor lecture: Communication Skills 3 – When

	Farley pages that relate to Mexican Americans (pp. 132-138, 157-158, 212- 229, 494-504), and pp. 218-227 of Gollnick & Chinn chpt. 6 for next class period.
10-07 7 . . .	Group #5 presents – Mexican American & Other Hispanic Cultures.
10-10 8 . . .	(a) Film clip: Hispanic stereotypes (b) Instructor Lecture – Mexican Americans-2: Manifest Destiny. A prime example of an “invisible” colonized minority group. (c) A discussion about other Hispanic groups. Read Gollnick & Chinn chpt. 8 (U.S. Geography Variations) for next class.
10-12 8 . . .	(A) Film clip-1: Stand & Deliver (B) Working with Traditional Hispanic Parents. (C) Film clip-2: In the White Man’s Image
10-14 8 . . .	<i>In-class review session for the midterm exam.</i> Read Banks 14 relating to Arab & Muslim culture for next class period.
10-17 9 . . .	Fall Break – No School
10-19 9 . . .	Midterm Examination (in-class & take home portions).
10-21 9 . . .	(a) <i>Take-home portion of the midterm exam is due today.</i> (b) Group #6 Presents – Middle East culture and customs. Is it a monolithic phenomenon with one voice or are there a variety of Muslim beliefs? Also, Extremist Islamic Terrorism: Radical doctrines vs. traditional Muslim Beliefs—How different are they? Do peaceful Muslims get a fair shake in the American media? Is there a possibility of another 9/11 attack? What teacher sensitivities to this culture are needed? Read Gollnick & Chinn chpt. 7 relating to religious tolerance for next class period.
10-24 10 . . .	(a) Group #7 Presents – Serving the Needs of GLBTQ Students: How has religious intolerance led to human relations atrocities over the years? Provide a summary presentation regarding the need for today’s teachers to have religious awareness and tolerance. Read Banks chapter 5 (Native Americans) for next class period.
10-26 10 . . .	Group #8 Presents – Native American Culture & Peoples. Read Farley pages that relate to Native Americans (pp. 127-132, 205-209) for next class period. Homework due next class period.
10-28 10 . . .	<i>Midterm Exam test results given back to students for the first 5 minutes.</i> (a) Discuss homework. (b) Film clip: “Running Brave.” (c) For some ethnic groups, the historical hole is by no means small. Homework due next class period. Read Gollnick & Chinn chapter 2 (Race & Ethnicity) for next class period.
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	mascots, and cultural misinformation. Communication Skills-4: (Discuss homework) Effective Cross-Cultural Communication. Read Banks chapter 7 (African Americans) for next class period.
11-02 11 . . .	(a) The voice of hatred – we must never forget how it sounds (b) Film clip: Should educators throw the hard-core bigot away? (c) Hate Speech and 1st Amendment Rights of Speech – Has it gone too far? Read Farley pages that relate to African Americans (116-127, 140-156, 158-165, 192-201, and chapter 7) for next class period.
11-04 11 . . .	Group #9 Presents - African Americans - Culture, History, and the Civil Rights Struggle.
11-07 12 . . .	African Americans-2: (a) Ethnic Notions. Easy to be Hard. (b) Early children’s literature (c) Minority Adaptive strategies. Possible Homework.
11-09 12 . . .	African Americans-3: Sabotaged Attempts at Assimilation and Economic Self-Empowerment. Are there two different Americas with two different stories to tell? “Keep Your Eyes on the Prize” Part 1 & 2: The Early Impact of the Brown Decision. Read pp. 200-212 of Gollnick & Chinn chapter 6 (Language) for next class period.
11-11 12 . . .	(a) Language, Poverty, and Intelligence: Connections & Disconnections. (b) Communication Skills-5: A picture is worth a thousand words reprise. Read Gollnick & Chinn pp. 109-118 and Farley 14 (U.S. Minority Students & the Education System) for next class period.
11-14 13 . . .	Closing the Majority-Minority Academic Achievement Gap.
11-16 13 . . .	Instructor Lecture: Contemporary Issues in the African American community. Read Gollnick & Chinn pp. 131-137, 151-152 (of chpt. 4), and 268-270 (of chpt.7) relating to GLBTQ issues for next class period.
11-18 13 . . .	Group #10 Presents – Dealing with Peer Pressure & Bullying in our schools. What are the various kinds of bullying? What are the cultural, educational and mental health needs of marginal and picked on students? Read Gollnick & Chinn chapter 10 (Multicultural Curriculum) for next class. Read pages 466-494 of Farley chpt. 16 (Affirmative Action, Race, and Class) for the next class period.
11-21 14 . . .	Instructor lecture: (a) Affirmative Action. (b) Building the Multicultural Curriculum-1. Power Point Presentation on building the multicultural curriculum for next class.
11-23 14	Thanksgiving Holiday – No Classes
11-24 14	Thanksgiving Holiday – No Classes

	Gollnick & Chinn pp. 345-372 (At-Risk Students) for next class period. <i>Take Unit 6 Blackboard Quiz</i> due by next Monday @ 5:00 PM.
11-30 15 . . .	Instructor Lecture: The response of the educator to child abuse. Working with children who hurt.
12-02 15 . . .	Instructor lecture: (a) Working with children who hurt others. (b) What works & what doesn't.
12-05 16 . . .	Resiliency Factors (film clip and lecture) – the final lesson in helping students overcome life's obstacles and utilize the power of resiliency to beat the odds.
12-07 16 . . .	In-Class Review Session for Final Examination-1. <i>Electronic and hardcopy of student self-evaluations due tomorrow.</i>
12-09 16 . . .	In-Class Review Session for Final Examination-2. Yes, we are more alike than we are different. Instructor's Closing Remarks. Student evaluation of instructor. <i>A Final Call for Change Agency.</i>
12-12 17 . . .	Final Examination: 9:00 AM class (Section 004) takes final exam on Monday from 9:00 - 11:00 AM
12-14 17 . . .	Final Examination: 10:00 AM class (Section 006) takes final exam on Wednesday from 10:00 - 12:00 Noon
12-14 17 . . .	Final Examination: 10:00 AM class (Section 005) takes final exam on Wednesday from 11:00 - 1:00 PM
12-16. 18 . . .	(10:00 AM - UNO Graduation Ceremony at the UNO Fieldhouse. Note: time and place are subject to change)

***SPECIAL NOTE:** Students may be required to attend guest lecturer presentations if the instructor decides to substitute those opportunities for a class period. A field trip is also a slight possibility that could take place this semester.

12.0 GROUP PRESENTATIONS

All group papers are due on the day of the oral presentation for each particular group. Groups doing research on race/ethnic groups should use the Farley textbook (refer to section 11.0 of your syllabus) for the various ethnic group pages, as well as the James Banks text on reserve in KH 538 as two of a total of 6 sources required per person. For example, each person must use the two course texts as resources plus a minimum of 4 additional outside sources. The paper you turn in should reflect one-third of what your textbooks talk about, and two-thirds of the new information gathered from outside sources. Groups doing research on topics such as Sexism, Exceptionalities, or GLBTQ populations should use the Gollnick & Chinn textbook plus 5 additional sources. Note: Wikipedia is NOT a valid resource.

Paper Format: Papers are to be double-spaced typed using APA style (just like your textbooks). Each student is to contribute a chapter of 6-9 pages to the overall paper (do not go over or under). For example, if there are 3 people in your group and each of you did 7 pages, the total length of your paper would be 21 pages not counting the reference sheets. All papers must have a

alphabetize and type one joint reference sheet for the entire paper (do not turn in separate reference sheets). Students should make an extra electronic or hard copy of their paper for their own files. Your instructor will keep the original copy for his files. Papers are discarded after two semesters, summers included. *All groups must meet outside of class a minimum of 3 times to organize and coordinate.* You must include a sheet at the back of the paper showing when and where the meetings were held, and who attended.

Special Note: Group presentations are designed to be informative overviews only. There is no way any of the topics can be thoroughly discussed in only 40-45 minutes. Students are required, however, to do more than just "skim the surface". Students can accomplish this by *providing handouts for your audience* to help cover some of the material you won't have time to orally discuss. If groups use videos, only rely on 2-5 minute clips rather than the whole video. Also, **every group should spend 3 minutes navigating and briefly explaining to the audience a website related to their topic.**

Group #1:

Provide a summary presentation on **Working with Learning Disabled, Physically Challenged, and Special Needs Students**. This includes history, laws and legal issues, equity issues, teacher response to students' needs, career development, stereotypes and misrepresentations, etc. The group might also choose to address the additional topic of **Physical Appearance Bias** and how it affects student self-esteem (optional). Sue & Sue chapter 26 (see reference section) and parts of Farley Chpt. 13 and Gollnick & Chinn Chpt. 5 are good resources. Otherwise, the group will have to rely heavily on outside sources. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of disabled and challenged students!*

Group #2:

Provide a summary presentation of the history, culture, and current needs of **White and European American Culture & History**. *Make sure to drive home the point that Whites have ethnicity, and that ethnic study courses should include European historic groups.* White students should be proud of their ethnic heritage too. Mandatory Topic-1: Include both a look at mother countries and the actual experience of coming to America via Ellis Island, etc. Give examples of the famous people & inventors who emigrated to the U.S. from Europe and made a big impact on American culture. What kinds of American foods and customs were borrowed from European countries? How was the American political & justice system impacted by Europe? Mandatory Topic-2: Include a short section about having grade 4-12 students do a family tree and an ethnic culture project. This is both a personal family history and a larger ethnic & cultural project that you would

Topic: A summary of historical White-on-White discrimination (i.e. Northern Ireland, Yugoslavia, etc.). You may use Banks chapters 8 & 9, Farley pages on European Americans, magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. Pay special attention to the needs of students!

Group #3:

Provide a summary presentation on **Sexism, Gender Inequity, and the Needs of Female Students in the Educational Setting**. This includes equity issues, teacher response to students by gender, career development, testing, sexism and other gender misrepresentation concerns, etc. Those listed above are the main pieces. However, the group may also choose to address other concerns such as wage inequality, pressure to look good, media portrayal, Title IX athletics, male/female communication, etc. Make sure the males in the class understand that although progress has been made, there is still more work to do, especially if they want more for their own daughters. (Optional question: does gaining more rights and freedom have to equate to women and other minorities becoming aggressive and mean-spirited?). You may consider using chpt. 4 of the Gollnick & Chinn book (see instructor), selected pages of the Sue & Sue counselor text (see your instructor), parts of chpt. 13 of the Farley text, magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of female students!* This should be the group's number one concern.

Group #4:

Provide a summary presentation of the history, culture, and current needs of **Asian American** (i.e., Far East Asian & Pacific Rim) **Cultures and Peoples**. Make sure to distinguish between the various Asian groups - Do not lump them all together! Include both a look at concerns from yesteryear and today. *Pay special attention to the needs of Asian American students*, as well as Asian American women getting eye surgery to try and look more American and/or more "attractive." You may use Banks chapter 13, selected Farley pages on Asian Americans, selected pages from Gollnick & Chinn Chapter 3, magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of Asian students!*

Provide a summary presentation of the history, culture, and current needs of **Mexican American & Other Hispanic People**. Include both a look at concerns from yesteryear and today. You may use Banks chapter 10, Farley pages on Hispanic Americans, portions of Gollnick & Chinn Chapter 3, magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of Hispanic students!*

Group #6:

Provide a summary presentation of the history, culture, and current needs of **Mid Eastern, Arab, and Muslim People** who immigrate to this nation. Make sure to distinguish between the various groups - Do not lump them all together! Include both a look at historical and current events topics. Be sure to look at issues surrounding gender roles, myths, stereotypes, fears, misunderstandings, cultural disagreements, etc. You may want to show how these people come in many colors. How well do we integrate and welcome people who emigrate from The Middle East? What is the difference between an Arab and a Muslim? Middle East Culture—Is it a monolithic culture with one voice? Also, Extremist Muslim Terrorist doctrine vs. traditional Muslim Beliefs—How different are they? What are the goals and objectives of the two sides within Islam? (Note that group #7 will also talk about the religious side of Islam, therefore you should stick more to the political side in your presentation). Very Important Question: Why do extreme fundamentalist Muslims hate Americans and Westerners so much? How did the events of 9/11 and the rise of terrorism impact the 21st century world? Have these things led to racial profiling in America? Also, compare the roles of women in the Muslim World to that of women in the Western World. What are the various views of America in the Muslim World? You can utilize Banks chpt. 14, library sources, community resources, and magazine articles. You will note that this topic has both a political and an education-specific focus—delegate to group members appropriately. On the teacher, classroom side, *pay special attention to the needs of Mideast and Muslim students who attend American schools.*

Group #7:

Supporting and Protecting the Rights of GLBTQ (gay and lesbian, etc.) **Students.** What is the history of this discrimination? What are the special problems confronted by GLBTQ students? Also, do teachers have to agree with homosexual perspectives before they see themselves as competent to work with gay & Lesbian students (group and classroom debate)? Special Note: Although *your book provides some information on this topic* (i.e., Farley 13, GC chpt. 4 and pp. 267-268), you might still want to depend on

articles, interviews of local agencies and experts, and Audio visual resources. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of marginalized students!*

Group #8:

Provide a summary presentation of the history, culture, and current needs of **Native American People** (A.K.A. American Indians). Make sure to distinguish between the various groups - Do not lump them all together! Include both a look at concerns from yesteryear and today. You must use Banks chapters 5 & 6, Farley pages on Native Americans, and portions of Gollnick & Chinn Chapter 3. Magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts may also be utilized. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of Native American students!*

Group #9:

Provide a summary presentation of the history, culture, and current needs of **African American people**. This should be a 2-part discussion of history and current events. Spend half of the period on the important historical pieces up through the Civil Rights Movement (slavery should only be a brief part). Important Question: *is there a connection with yesteryear's physical, political & psychological racism and domination by Whites over Blacks on one hand and today's inner-city problems on the other hand?* Do not be afraid to address the reality of racism and the whole Abblaming the victim@ thing that seems to be prevalent in parts (though not all) of conservative White America. The second half of the discussion should address current events topics: Black violence and incarceration rates. Black high school and college drop-out rates. The Black/White achievement gap. Is there too much self-destruction (i.e., "learned helplessness) in the Black community? Is Bill Cosby's criticism of Black parents over the top? Are Blacks stuck in a 1960's mentality that holds them hostage from further advancing? Is the election of Barack Obama a signal that racial progress has finally arrived? Note—these set of questions will probably not be found in textbooks, but rather in newspaper or journal editorials. You may use Banks chapter 7, Farley pages on African Americans, portions of Gollnick & Chinn Chapter 3, magazine and local newspaper articles, appropriate library sources, and interviews of local agencies and experts. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of African American students!*

Dealing with Peer Pressure & Bullying in today's Schools. Talk about the kids who get picked on for being obese or for not being popular. What are the pressures on our students to "fit in" in today's schools and what are the consequences of not going along with the crowd? Define and describe the various types of peer pressures. What are the different types of bullying? What are the current statistics on bullying? Cite case studies and anecdotal stories that help define the problem. Look at Physical, Emotional, and Cyber varieties of bullying – what does the research say about how educators should deal with it? Because your book does not provide information on this topic, you will have to depend on outside journal articles, magazine and local newspaper articles, interviews of local agencies and experts, and audio visual resources. **Provide hard copy of important information for students in the class.** Don't forget to provide and display an internet site or web page on your subject. *Pay special attention to the needs of marginalized students!*

13.0 RESOURCE MATERIAL

- Atkinson, D. R. (2004). *Counseling American Minorities* (6th ed.). Boston, MA: McGraw Hill.
- Axelson, J. A. (1999). *Counseling and development in a multicultural society* (3rd ed.). Albany, NY: Brooks Cole.
- Banks, J. (2008). *Multicultural education* (4th ed.). Boston, MA: Allyn & Bacon.
- Banks, J., & Banks, C. A. (eds.). (2003). *Multicultural education: Issues and perspectives* (4th Ed.). New York: Wiley & Sons.
- Bennett, C. (2007). *Comprehensive multicultural education* (6th ed.). Boston, MA: Pearson, Allyn & Bacon.
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- Carr, M., & Claxton, G. (2002). Tracking the development of learning dispositions. *Assessment in Education*, 9 (1), 9-37.
- Carter, S. C. (2000). *No excuses: Lessons from 21 high-performing, high-poverty schools*. Washington, DC: The Heritage Foundation.
- Corey, Gerald (1996). *Theory and practice of counseling and psychotherapy* (5th ed.). Boston, MA: Brooks Cole Publishing.
- Corey, G., and Corey, M. S. (2002). *I never knew I had a choice: Explorations in personal growth*. Pacific Grove, CA: Brooks/Cole.
- Darling-Hammond, L., & Bransford, J. (eds.). (2005). *Preparing teachers for a changing world*. San Francisco, CA: Jossey-Bass Publishers.
- Davidman, L., and Davidman, P. T. (2001). *Teaching with a multicultural perspective: A practical guide*. New York: Longman.

Devito, Joseph A. (1999). Messages: Building interpersonal communication skills (4th ed.). New York, NY: Addison Wesley Longman.

Diller, J. V. (2007). Cultural diversity: A primer for the human services (3rd ed.). Belmont, CA: Thomas Brooks Cole.

Duarte, Eduardo M., and Smith, Stacy (2000). Foundational perspectives in multicultural education. New York, NY: Addison Wesley Longman.

Diaz, C. F. (2001). Multicultural education in the 21st century. New York, NY: Longman.

Duarte, E. M., and Smith, S. (2000). Foundational perspectives in multiculturalism. New York: Longman.

Garmon, M. A. (2006). Six key factors for changing preservice teachers' attitudes/beliefs about diversity. Educational Studies, 38 (3), 275-286.

Farley, John. E. (2005). Majority minority relations, (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Fu, V. R., and Stremmel, A. J. (1999). Affirming diversity through democratic conversations. Upper Saddle River, NJ: Merrill - Prentice Hall.

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Gazda, George E., et al., (1995). Human relations development: A manual for educators. Boston, MA: Allyn and Bacon.

Helm, C. M. (2006). Teacher dispositions as predictors of good teaching. Clearinghouse, 79 (3), 117-118.

Grant, C., (ed.), (1995). Education for diversity an anthology of multicultural voices. Need am Heights, MA: Allyn and Bacon.

Grant, C. A., & Gomez, M. L. (2001). *Campus and classroom: Making schooling multicultural* (2nd ed.). Upper Saddle River: NJ: Prentice Hall.

Hanna, Sharon L. (2000). Person to person: Positive relationships don't just happen (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.

Hernandez, H. (1997). Teaching in multicultural classrooms: A teacher's guide to context, process, and content (2nd ed.). Columbus: Merrill - Prentice Hall Publishing.

Johnson, J. W., and Johnson, J. T. (2002). Multicultural education and human relations: Valuing diversity. Boston, MA: Allyn and Bacon.

Kleinfeld, J. & Yerian, S. (1995). Gender tales: Tensions in the schools. New York: St. Martin's Press

Koppelman, K. L., Goodhart, R. L. (2008). Understanding human differences: Multicultural education for a diverse America (2nd ed.). Boston MA: Pearson Allyn & Bacon.

Lum, D. (2007). Culturally competent practice: A framework for understanding diverse groups and justice issues (3rd ed.). Belmont, CA: Thomas Brooks Cole.

McLemore, S. D., Romo, H. D., and Baker, S. G. (2001). Racial and ethnic relations in America. Boston, MA: Allyn and Bacon.

Nieto, S., & Bode P. (2008). Affirming Diversity: The sociopolitical context of multicultural education (5th ed.). Boston, MA: Pearson, Allyn & Bacon.

Orozco, Linda (ed.), (1997). Perspectives: Educating diverse populations. Boulder, CO: Coursewise Publications.

Pang, V. O. (2001). Multicultural education: A caring centered, reflective approach. Boston, MA: McGraw Hill.

Parrillo, V. N. (2000). Strangers to these shores: Race and ethnicity in the United States (6th ed.). Boston, MA: Allyn and Bacon.

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Spring, J.(1995).The intersection of cultures multicultural education in the United States. New York: McGraw–Hill.

Stewart, J. (1999). Bridges, not walls: A book about interpersonal communication (7th ed.). Boston, MA: McGraw Hill College.

Sue, Derald W., and Sue, David (2008). Counseling the culturally different: Theory and practice (5th Ed.). New York, NY: John Wiley and Sons.

Tiedt, P., & Tiedt, I.,(1995).Multicultural teaching a handbook of activities and resources. Boston, MA: Allyn and Bacon.

U.S. Department of Education (1983). *A nation at risk: The imperative for educational reform – a report to the nation and the Secretary of Education*. Washington, DC: The commission on Excellence in Education, Government Press.

Wright, Dale E. (1999). Personal relationships: An interdisciplinary approach. Mountain View, CA: Mayfield Publishing Co.

Wink, J. (2000). Critical pedagogy: Notes from the real world. New York, NY: Longman.

- Course Information -

University:

College:

University
of Nebraska
at Omaha
Education

Curriculum:

Educational
Professional
Seq

Number:

2510

Type:

Lecture

Title:

Applied
Special
Education
Applied
Special
Education

Short title:

Effective term:

Fall 2013

Graduate non-degree students:

Allowed

Can course be taken for credit multiple times?

No

- Credit Hours Information -

Type:

Fixed

Hours:

3

- Duplicate Information -

Curriculum:

Not
applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses:

Not
applicable

- 1.0 Course Description Information -

1.1 Catalog description:

This course is designed to describe the characteristics and learning styles of students with various exceptional learning needs. This course is also intended to provide pre-service teachers with the knowledge base and many of the teaching strategies/techniques essential for modifying the learning environment and individualizing instruction for students with exceptional learning needs. This course will prepare pre-service teacher candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.

1.2 Prerequisites of the course:

Undergraduate, EDUC 2010, EDUC 2030; GPA=2.75 or better; Co-requisites EDUC 2520 and EDUC 2524

1.3 Overview of content and purpose of the course:

This course is intended to provide an overview of multiple exceptionality areas and the various characteristics and learning styles of students within each of these areas. The purpose of this course is to prepare teacher candidates to utilize various educational, emotional, and social accommodations necessary to provide unique and effective educational or alternative responses for students with exceptional learning needs.

1.4 Unusual circumstances of the course:

Candidates must be enrolled in EDUC 2520 concurrently with EDUC 2510. In addition, candidates must complete a Level I Field Experience in conjunction with EDUC 2510 and EDUC 2520.

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

Undergraduate pre-service general education and special education teacher candidates.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

Multiple sections of this course will be offered twice a year with anticipated enrollments of approximately 25-30 students per course section.

2.3 If it is a significant change to an existing course please explain why it is needed:

Only minor revisions have been made to course objectives and evaluation procedures to reflect current practice and the new conceptual framework

- *3.0 Objective Information* -Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

This course will assist undergraduate pre-service general education and special education teacher candidates to:

identify historical and current models, theories and philosophies that provide the basis for special education practice including its relationship with regular education (CEC Standard 6)

identify the categories of children included in the term "exceptional," as well as identify other categories of children who are at risk for difficulty in the classroom including high ability learners (CEC Standard 1)

identify the definition, prevalence, causes and characteristics of various exceptionalities; demonstrate knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by students with disabilities, and learners with high ability, including those from culturally diverse populations (CEC Standard 1)

describe the legal mandates related to the education of (exceptional children), and the values which underlie those mandates (CEC Standard 6)

define the concepts of "mainstreaming" "inclusion," and "education in the least restrictive environment" and be able to discuss their relevance for classroom teachers when collaborating with special education teachers (CEC Standard 6)

demonstrate understanding of referral process to determine eligibility for special education services and developing and implementing individual education plans (CEC Standard 3)

identify appropriate roles of the various educators involved in developing and implementing individualized educational programs for students (CEC Standard 3)

identify several methods of individualizing instruction which would allow one to provide more appropriate learning experiences for students of various learning abilities (CEC Standards 3, 5, 7)

utilize research-supported instructional strategies and practices (CEC Standard 5)

identify ways of modifying classroom materials to assist the student with learning and behavioral problems or who are high ability learners (CEC Standard 5)

identify specific techniques for managing and/or changing behavior in the classroom (CEC Standard 5)

develop appropriate academic and instructional intervention strategies for a range of children who experience learning challenge (CEC Standard 5)

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

- *4.0 Content and Organization Information* -

4.1 List the major topics central to this course:

Legal mandates related to special education

Least restrictive environment, inclusive practices

Special education referral process

Individual education programs

High incidence disabilities- learning disabilities, behavior disorders, mental retardation, and communication disorders

Low Incidence disabilities- autism, orthopedic impairments, other health impairments, deaf/hard of hearing, blindness/low vision, traumatic brain injury, and multiple disabilities

Learners with gifts and talents, culturally/linguistically diverse, ADHD

Adapting and modifying instruction and materials to meet the needs of students

Behavior management techniques

- *5.0 Teaching Methodology Information* -

5.1 Methods:

The course will use a lectures, small and large group discussion and participation format. Lectures by the instructor, reading assignments, and case study reviews will provide background information for each area of emphasis. Presentations and discussions by the class and in small groups will help to clarify main points and provide an opportunity for personal integration and application of the constructs and material.

5.2 Student role:

Candidates are expected to have regular attendance and participate in all class activities, to have read assigned materials prior to class, to be prepared to discuss these materials in class, and to turn in all required assignments by scheduled due dates unless other arrangements have been made with the instructor.

- *6.0 Evaluation Information* - Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

All candidates will complete examinations (CEC Standards 1-7) based on textbook, readings and discussion information. In addition, all candidates will complete and submit a lesson design/accommodation plan (CEC Standards 2, 3, 4, 5, and 7) and a Target Child case study (CEC Standards 1, 2, 3, 4, 5).

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Examinations will count for 40-50% of the grade, projects and assignments will count for 40-50%, and attendance and participation will count for 5-10%.

6.3 Grading type:

Letter grades

Letter grades will be awarded according to the following distribution:

100% - 97%	=	A+	79% - 77%	=	C+
96% - 93%	=	A	76% - 73%	=	C
92% - 90%	=	A-	72% - 70%	=	C-
89% - 87%	=	B+	69% - 67%	=	D+
86% - 83%	=	B	66% - 63%	=	D
82% - 80%	=	B-	62% - 60%	=	D-
			Below 60%	=	F

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Friend, M. & Bursuck, W.D. (2012). *Including Students with Special Needs*. (6th ed). Pearson Ed, Inc.

7.2 Other student suggested reading materials:

Nebraska Department of Education. (2012). *Rule 51: Regulations and Standards for Special Education Programs*.

7.3 Current bibliography and other resources:

Abell, M.M. (2005). Access to the general curriculum: A curriculum and instruction perspective for educators. *Intervention in School and Clinic*, 41, 82-86.

Bailey, A.B., & Smith, S.W. (2000). Providing effective coping strategies and supports for families with children with disabilities. *Intervention in School and Clinic*, 35, 294-296.

Bartlett, L.D., Etscheidt, S., & Weisenstein, G.R. (2007). *Special education law and practice in public schools* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Boutot, E.A., & Bryant, D.P. (2005). Social integration of students with autism in inclusive settings. *Education and Training in Developmental Disabilities*, 40, 14-23.

Cook, B.G., & Schirmer, B.R. (2003). What is special about special education? Overview and analysis. *Journal of Special Education*, 3, 200-205.

Council for Exceptional Children. (2005). *Universal design for learning: A guide for teachers and education professionals*. Arlington, VA: Council for Exceptional Children and Merrill/Prentice Hall.

Coyne, M.D., Kame'enui, E.J., & Carnine, D. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

and *Special Education*, 22, 359-373.

Gore, M.C. (2010). *Inclusion Strategies for Secondary Classrooms* Thousand Oaks, CA: Corwin Press.

Friend, M., Cook, L., Hurley-Schamberlain, D., and Shamberger, C. (2010). *Journal of Educational and Psychological Consultation*, 20(1), 9-27.

Gunter, P.L., Coutinho, M.J., & Cade, T. (2002). Classroom factors linked with academic gains among students with emotional and behavioral problems. *Preventing School Failure*, 46, 126-132.

Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2009). *Exceptional Learners* (11th ed.). Boston, MA: Allyn & Bacon.

Harry, B. (2002). Trends and issues in serving culturally diverse families of children with disabilities. *Journal of Special Education*, 36, 131-138.

Hester, P. (2002). What teachers can do to prevent behavior problems in schools? *Preventing School Failure*, 47, 33-38.

Kirk, S., Gallagher, J.J., Coleman, M.R., & Anastasiow, N. (2012). *Educating Exceptional Children* (13th ed.). Belmont, CA: Cengage Learning.

Leader-Janssen, E., Swain, K.D., Delkammer, J. & Ritzman, M.J. (2012). Collaborative Relationships for General Education Teachers Working with Students with Disabilities. *Journal of Instructional Psychology*, 39(2), 112-118.

Lytle, R.K., & Bordin, J. (2001). Enhancing the IEP team: Strategies for parents and professionals. *Teaching Exceptional Children*, 33(5), 40-45.

Maroney, S.A. (2000). What's good? Suggested resources for beginning special education teachers. *Teaching Exceptional Children*, 33(1), 22-27.

McLeskey, J., & Waldron, N.L. (2002). Inclusion and school change: Teacher perceptions regarding curricular and instructional adaptations. *Teacher Education and Special Education*, 25, 41-54.

National Information Center for Children and Youth with Disabilities. (2000). *Resources you can use: Disability awareness*.

Washington, DC: Author.

Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69, 97-107.

Sobel, D.M., Taylor, S.V., & Wortman, N. (2006). Positive behavior strategies that respond to students' diverse needs and backgrounds. *Beyond Behavior*, 15(2), 20-26.

Tournaki, N., & Criscitiello, E. (2003). Using peer tutoring as a successful part of behavior management. *Teaching Exceptional Children*, 36(2), 22-29.

Vanderbilt, A.A. (2005). Designed for teachers: How to implement self-monitoring in the classroom. *Beyond Behavior*, 15(1), 21-24.

Witzel, B., & Mercer, C.D. (2003). Using rewards to teach students with disabilities: Implications for motivation. *Remedial and Special Education*, 24, 88-96.

Xin, Y.P., & Jitendra, A.K. (2006). Teaching problem-solving skills to middle school students with learning difficulties: Schema-based strategy instruction. In M. Montague & A.K. Jitendra (Eds.), *Teaching mathematics to middle school students with learning difficulties* (pp. 51-71). New York: Guilford.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (EAB 117, Phone: 554.2827, TTY: 554.3799) or visit the web at <http://www.unomaha.edu/disability>

* 8.3 Author(s):

Dr. Leader-Janssen Mary Hoylman

- Course Information -

University:

College: Education

Curriculum: Educational Professional Seq

Number: 2520

Type: Lecture

Title: Planning for Effective Teaching

Short title: Plan Effective Teaching

Graduate non-degree students: Not allowed

Can course be taken for credit multiple times? No

- *Credit Hours Information* -

Type:

Hours: 3

- *Duplicate Information* -

Curriculum: Not applicable

- *Cross-listing and/or Dual-listing (UG/G) Information* -

Courses: Not applicable

- *1.0 Course Description Information* -

1.1 Catalog description:

The course provides an overview of effective teaching practices and includes curriculum design and appropriate instructional delivery strategies and assessment practices. Pedagogical incorporation of technology is included and field experiences outside of class time are required.

1.2 Prerequisites of the course:

EDUC 2010; Co-requisites EDUC 2510 and EDUC 2524

1.3 Overview of content and purpose of the course:

This course is designed to develop dedicated practitioners who know the basic aspects of curriculum design and appropriate instructional delivery strategies. As reflective scholars candidates will develop a commitment to learning, assessment and reflection necessary for informed decision making. As responsible citizens candidates will understand that teaching requires a commitment to democratic ideals and social justice.

1.4 Unusual circumstances of the course:

Included in the course design are provisions for classroom instruction, a minimum of 20 hours of observation and participation in selected school settings, and "hands on" experiences in educational technology. Teacher candidates must register for EDUC 2514 – Intermediate Field Experience Orientation and EDUC 2524.

- *2.0 Course Justification Information* -

2.1 Anticipated audience / demand:

All teacher preparation candidates. EDUC 2520 is a required course in Teacher Preparation.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

EDUC 2520 is offered every semester with anticipated enrollments of 25 students per class section. Five sections are typically offered each semester.

2.3 If it is a significant change to an existing course please explain why it is needed:

Updated for accreditation purposes.

- *3.0 Objective Information* -Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

Define curriculum and comprehend how context, culture and power impact the curriculum of the school. [InTASC #7, #10]

Discriminate between educational standards, goals, and objectives and understand their connection to local, national, and global communities. [InTASC #7, #10]

Describe the three domains of learning and discriminate among various levels in each domain by selecting

educational goals and objectives for all domains and levels. [InTASC #2, #7]

Design lesson plans that are developmentally appropriate and apply multiple strategies and techniques to create opportunities for diverse learners. [InTASC #3, #7] [ISTE VI]

Identify and explain a variety of curriculum planning resources and be cognizant of research that supports these resources. [InTASC #7, #9]

Describe the various types of assessment and evaluation and know how to incorporate them into curriculum design and implementation. [InTASC #7, #8]

Develop assessment strategies/instruments which incorporate best practices in formative and summative assessment. [InTASC #8] [ISTE IV]

Explain how assessment and evaluation inform best practices. [InTASC #7, #8]

Apply multiple instructional strategies and techniques to create opportunities for diverse learners. [InTASC #4]

Demonstrate inquiry, problem solving, reflection and critical thinking skills and believe these are life-long learning activities necessary for the improvement of practice. [InTASC #4, #9]

Discuss the use of educational technology as it relates to learning and retention. [InTASC #4, ISTE II, IV]

Describe/explain the use of educational technology selection and utilization guidelines. [InTASC #7, ISTE II, VI]

Discuss the use of specific examples of educational technology pertinent to learning in each of the domains. [InTASC #2, ISTE #2]

Model professionalism, responsibility and reflection. [InTASC #9]

Use observation, information, inquiry and reflection to describe the instructional design in the field experience classroom. [InTASC #6, #7]

Use observation, information, inquiry and reflection to describe the assessment and evaluation processes that inform best practices in the field experience classroom. [InTASC #3, #4, #8]

Use observation, information, inquiry and reflection to describe multiple strategies and techniques for create opportunities for diverse learners within the field experience classroom. [InTASC #3, #4, #5]

Use observation, information, inquiry and reflection to describe the unique contributions of individuals, families, cultural groups and organizations in the field experience classroom [InTASC #10]

Working with individual or small groups of students, design and implement instruction, interventions and assessments. [InTASC #4, #7, #8]

Working with individual or small groups of students, candidates will demonstrate the belief that all individuals can learn, grow, change and succeed. [InTASC #2]

Describe and summarize the overall manner in which the cooperating teacher demonstrates that they are a dedicated practitioner, reflective scholar, and responsible citizen. [InTASC #1 - #10]

Demonstrate the ability to open and use a browser to navigate the World Wide Web. Use a Web "Search Tool" to locate Web sites that are useful and appropriate for educators, and find information that is relevant for teachers. [ISTE I]

Using a word processing application program, create and enter text into a new word processing document. Demonstrate the ability to change the font, text style, text size, justification, and spacing according to instructions provided. Also demonstrate the ability to copy, cut, and paste text material and to change margins, indents and tabs. Save and print a copy of the document. Create presentation slides. [ISTE I]

Using a computer and software, be able to develop an effective instructional presentation slide show. [ISTE I, II]

Evaluate and effectively infuse technology into a lesson plan. [ISTE II, III]

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Teacher as dedicated practitioner, reflective scholar and responsible citizen

Standards and Professional Commitment

Curriculum Definitions and Terminology

Curriculum Standards, Goals and Objectives

Curriculum Influences and Planning Models

Differentiating Instruction for Diverse Learners

Taxonomies

Assessment and Evaluation

Lesson Planning and Task Analysis

Curriculum Delivery Strategies

Educational Technology Selection, Utilization, and Evaluation

Strategies That Promote Student Understanding

Classroom Management

Linking Assessment and Objectives

Writing/Selecting Assessment Instruments and Procedures

Working with Colleagues and Parents

- 5.0 Teaching Methodology Information -

5.1 Methods:

Lectures/Presentations by instructor and frontline professionals to support comprehensive knowledge of class topics will be utilized.

Small and large group discussions (online and on-campus) to support candidate observation, information, inquiry and reflection.

Small group and team learning will be utilized.

Case studies will be utilized.

Electronic portfolios supporting candidate observation, information, inquiry, reflection and assessment will be utilized.

Modeling/Demonstration of best practices that promote student understanding will be incorporated into classes.

Modeling/Demonstration of hardware and software that supports instructional delivery will be utilized.

The teacher candidates will participate in class experiences, complete reports and assignments, complete field experience assignments during the 20 hour field experience (EDUC 2524 – Intermediate Field Experience, and demonstrate technology competencies as specified in the objectives.

5.2 Student role:

Candidates will model professionalism, reflection and responsibility in course activities.

Candidates will assume responsibility for their own learning and create opportunities for others to do the same.

Candidates will model sensitivity to all persons regardless of ability, race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, or sexual orientation.

- *6.0 Evaluation Information* -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Candidates will develop Lesson Plans.

Students will compose Field Experience Journals (Well-Remembered Events) based on their experiences in the field experience classroom.

Students will complete a midterm and final exam.

Students will complete quizzes and assignments as determined by the instructor.

Students will engage in presentations utilizing educational technology.

Students will develop an electronic portfolio documenting their own growth and development.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Tests/Quizzes/Assignments	40%
Instructional Plan	20%
Field Experience Journal	20%
Presentations	20%
TOTAL	100%

Field Experience must be completed to receive course credit.

6.3 Grading type:

Letter grades

97-100 = A+

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-63 = D-

59 and below = F

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Burden, P.R., & Byrd, D.M. (2010). *Methods of effective teaching: Meeting the needs of all students* (5th ed.). Boston, MA: Pearson Education.

7.2 Other student suggested reading materials:

7.3 Current bibliography and other resources:

Bloom, B.S. (1956). *Taxonomy of educational objective: The classification of educational goals*. New York: Longmans, Green.

Borich, G. D. (2010). *Effective teaching methods* (7th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Interstate New Teacher Assessment and Support Consortium (InTASC). (2011). *Model core teaching standards: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2005). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2009). *A handbook for classroom management that works*. Upper Saddle River, NJ: Pearson/Prentice-Hall.

National Board for Professional Teacher Standards (NBPTS). (2005). *What teachers should know and be able to do: The five core propositions of the National Board*. Available on line at www.nbpts.org/about.coreprops.cfm.

Popham, W.J. (2011). *Classroom assessment: What teachers need to know* (6th ed.). Upper Saddle River, NJ: Pearson.

Stiggins, R.J. (2005). *Student-involved assessment for learning* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Tomlinson, C.A., & Imbeau, M.B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Turnbull, A.P., Turnbull, H.R., Erwin, E., Soodak, L., & Shogren, K. (2011). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

8.2.1 Plagiarism Policy

"Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense. UNO Faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action." (Ethical Use of Print and Online Sources in Academic Papers University of Nebraska, April 2010)

In addition to plagiarism, there is a reuse of products issue which relates to academic integrity. Whenever a student desires to recycle a product or assignment from a previous course and wishes to use it to fulfill a new assignment in a different course, there are at least these two conditions which must apply. First, the student must be forthcoming about the reuse and seek advance approval from one or more instructors. Second, as a general rule, the product cannot be simply reused but must be extended significantly beyond its original form, and the nature of that extension must be fully communicated to and approved by the instructor(s). (Plagiarism Policy adopted by Teacher Education April 6, 2011)

8.2.2 LiveText Statement

"An active LiveText account may be a required resource for this course. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. LiveText may be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

* 8.3 Author(s):

Sarah Edwards

EDUC 2520
Planning for Effective Teaching
Dr. Shillingstad
Spring 2014
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2 Components of EDUC 2520

To receive a grade for this course you must successfully complete the following:

- 1. Lecture (attend and participate each class period)**
- 2. Successfully complete and PASS the 40 hour Intermediate Field Experience**
 - **Complete on-line reflections of experience**

Learning Resources:

Burden, Paul R., & Byrd, David M., Methods for Effective Teaching, Fifth Edition, Pearson Education, Inc., Boston, MA, 2007 - **(Required) order online**

EDUC 2520 Supplementary Materials Packet—REQUIRED (Will notify when available)

****Both available in the Milo Bail Student Center Bookstore**

Course Description

curriculum design and appropriate instructional delivery strategies. As **reflective scholars** candidates will develop a commitment to learning, assessment and reflection necessary for informed decision making. As **responsible citizens** candidates will understand that teaching requires a commitment to democratic ideals and social justice.

The College of Education's Conceptual Framework is dedicated to **Preparing Professionals to Serve the Community**. The philosophy and purpose are grounded in the following:

Central Principle #1: Dedicated Practitioners

As dedicated practitioners, our candidates integrate content knowledge, evidence-based practice, and learning theory to develop problem solving and critical thinking skills. This is an essential foundation for our candidates who engage in their professions, pursue life-long learning, and actively serve their communities.

Central Principle #2: Reflective Scholars

As reflective scholars, our candidates learn to appreciate the continuity between theory and application and develop the ability to critique, conduct, and use research to generate and incorporate sustainable best practice. Candidates use a diverse array of inquiry methods to develop and determine their place within their evolving disciplines and changing communities. Our candidates use inquiry and reflection to make informed decisions and to recognize and articulate the ethical ramifications of research, inquiry, and practice.

Central Principle #3: Responsible Citizens

As responsible citizens, our candidates understand that diversity encompasses all community environments, cultural backgrounds, and exceptional learning needs. Our candidates seek out multiple perspectives and act as advocates for equity through self-awareness, inclusive values, and cultural competence. Our candidates create and implement plans of action that positively impact their local, national, and global communities.

All coursework and other experiences provided by the College contribute to the development of knowledge, skills and dispositions that support the three central principles. In EDUC 2520 – Planning for Effective Teaching the central principles serve as the major unifying construct for the course.

Accommodations are provided for students with verified disabilities. For more information contact Services for Students with disabilities (SSd) in EAB 117 or 554-2872, TTY 554-3799.

Print Materials:

A variety of K-12 curriculum guides, textbooks, and related instructional materials can be found in the IDEAS Room (Roskens Hall 412) and the University Library. You are encouraged to become familiar with these materials - especially those that relate to your intended areas of specialization. The University Library also subscribes to many professional journals that relate to education and teaching in general as well as to specific curriculum areas and levels.

Objectives

- Define curriculum and comprehend how context, culture and power impact the curriculum of the school. **[INTASC #7, #10]**
- Discriminate between educational standards, goals, and objectives and understand their connection to local, national, and global communities. **[INTASC #7, #10]**
- Describe the three domains of learning and discriminate among various levels in each domain by selecting educational goals and objectives for all domains and levels. **[INTASC #2, #7]**
- Design lesson plans that are developmentally appropriate and apply multiple strategies

- Identify and explain a variety of curriculum planning resources and be cognizant of research that supports these resources. **[INTASC #7, #9]**
- Describe the various types of assessment and evaluation and know how to incorporate them into curriculum design and implementation. **[INTASC #7, #8]**
- Develop assessment strategies/instruments which incorporate best practices in formative and summative assessment. **[INTASC #8] [ISTE IV]**
- Explain how assessment and evaluation inform best practices. **[INTASC #7, #8]**
- Apply multiple instructional strategies and techniques to create opportunities for diverse learners. **[INTASC #4]**
- Demonstrate inquiry, problem solving, reflection and critical thinking skills and believe these are life-long learning activities necessary for the improvement of practice. **[INTASC #4, #9]**
- Discuss the use of educational technology as it relates to learning and retention. **[INTASC #4, ISTE II, IV]**
- Describe/explain the use of educational technology selection and utilization guidelines. **[INTASC #7, ISTE II, VI]**
- Discuss the use of specific examples of educational technology pertinent to learning in each of the domains. **[INTASC #2, ISTE #2]**
- Model professionalism, responsibility and reflection. **[INTASC #9]**
- Use observation, information, inquiry and reflection to describe the instructional design in the field experience classroom. **[INTASC #6, #7]**
- Use observation, information, inquiry and reflection to describe the assessment and evaluation processes that inform best practices in the field experience classroom. **[INTASC #3, #4, #8]**
- Use observation, information, inquiry and reflection to describe multiple strategies and techniques for create opportunities for diverse learners within the field experience classroom. **[INTASC #3, #4, #5]**
- Use observation, information, inquiry and reflection to describe the unique contributions of individuals, families, cultural groups and organizations in the field experience classroom **[INTASC #10]**
- Working with individual or small groups of students, design and implement instruction, interventions and assessments. **[INTASC #4, #7, #8]**
- Working with individual or small groups of students, candidates will demonstrate the belief that all individuals can learn, grow, change and succeed. **[INTASC #2]**
- Describe and summarize the overall manner in which the cooperating teacher demonstrates that they are a dedicated practitioner, reflective scholar and responsible citizen. **[INTASC #1 - #10]**
- Demonstrate the ability to open and use a browser to navigate the World Wide Web. Use a Web "Search Tool" to locate Web sites that are useful and appropriate for educators, and find information that is relevant for teachers. **[ISTE I]**
- Using a word processing application program, create and enter text into a new word processing document. Demonstrate the ability to change the font, text style, text size, justification, and spacing according to instructions provided. Also demonstrate the ability to copy, cut, and paste text material and to change margins, indents, and tabs. Save and print a copy of the document. Create presentation slides. **[ISTE I]**
- Using a computer and software, be able to develop an effective instructional presentation slide show. **[ISTE I, II]**
- Evaluate and effectively infuse technology into a lesson plan. **[ISTE II, III]**

Topics

Teacher as dedicated practitioner, reflective scholar and responsible citizen

Standards and Professional Commitment

Curriculum Definitions and Terminology

Culturally Responsive Classroom Management

Curriculum Standards, Goals and Objectives

Curriculum Influences and Planning Models

Differentiating Instruction for Diverse Learners

Taxonomies

Assessment and Evaluation

Lesson Planning and Task Analysis

Curriculum Delivery Strategies

Educational Technology Selection, Utilization, and Evaluation

Strategies That Promote Student Understanding

Classroom Management

Linking Assessment and Objectives

Writing/Selecting Assessment Instruments and Procedures

Working with Colleagues and Parents

Assignments

This course will use a variety of instructional strategies during class time, including: lecture and class discussions, small group activities and assignments, individual and group application exercises, readings, individual and group presentations.

Expectations

Candidates are expected to demonstrate the development of **knowledge, skills, and dispositions** for effective teaching as defined by the INTASC and ISTE Standards. Dispositions are defined as

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002).

Coursework:

- Attend class each week and complete class activities
- Complete Weekly Assignments
- Complete assigned assessments
- Unit Lesson Plan

Field Experience:

- 40 hours of observation in an urban, multi-cultural school setting
- (1) SITE Description and (3) Impact Papers

Attendance Policy:

Attendance. This is a discussion/participation class.

class sign in sheet will be passed around each class meeting.

You will be given **1 absence** for the entire semester.

Please note: If we complete an in-class activity and you are not present **NO POINTS will be AWARDED**. If you are not present---you are not participating. If you know in advance that you will be gone---partial credit will be awarded.

How it works:

You will be given 1 absence: (illness, life emergency, family, oversleep, vehicle issues, etc.)

- In the case of the **2nd Absence**: -I will recommend that you **drop** the course and retake when it is a better time for you.
- **2nd Absence, continued**: If you choose to stay enrolled in the course following the 2nd absence we (Dr. Shillingstad and Dr. Edwards (Teacher Education Department Chair) **will meet with you to discuss your standing in the course and determine a plan of action.**
- **2nd Absence, continued**: Your final course grade **will also be reduced by 1 letter grade following the 2nd absence.**
- **3rd Absence**: Your final course grade **will be reduced by 2 letter grades.**

Late Arrivals:

- **Late arrivals/tardy to class:**
- (2) tardies = 1 absence
- (4) tardies = 2 absences
- (6) tardies = 4 absences
- Excessive tardies will be treated in the same manner as absence policy noted above
- A daily sign in sheet will record attendance. If you arrive late, you need to speak to me following class so that I can record you as present.

Other:

- All completed assignments must be determined to be sufficient quality for acceptance by the professor. Assignments that are not acceptable quality initially will need to be revised and resubmitted until the professor deems them acceptable.
- Your enrollment in EDUC 2520 indicates that you intend to enter the teaching profession. Teaching provides many rewards and carries many responsibilities. You will be evaluated on many factors in the areas of knowledge, skills and dispositions.

97-100 = A+	780-795
93-96 = A	760-779
90-92 = A-	745-759
87-89 = B+	730-744
83-86 = B	710-729
80-82 = B-	695-709
77-79 = C+	680-694
73-76 = C	660-679
70-72 = C-	645-659
67-69 = D+	630-644
63-66 = D	610-629
60-62 = D-	595-609
59 and below = F	

1. Intermediate Field Experience activities

You will complete **40 hours** in an assigned school setting.

**20 hours in the regular classroom setting

**20 hours in a special education setting

IMPACT PAPERS: 4 @ 25 points (4 short papers based on your practicum)

Each week (beginning February 3rd, 2014) you will participate in a variety of activities (supervision, instructional assistance, etc.) as directed by your supervising teacher at an assigned school site.

Four Written Responses to the practicum will be documented throughout the semester.

1st Impact Paper = Site Description

2nd-4th Impact Papers = see guidelines

EACH WORTH 25 POINTS: ALL CRITERIA MUST BE FOLLOWED TO RECEIVE FULL CREDIT OF 25 POINTS

- **3 parts to the Impact Papers**
- **LABEL EACH SECTION:**
- Description: 1/3 page
- Analysis: 1/3 page
- Implications: 1/3 page
- The criteria are explicit: 1/3 of page (single spaced 12 font) for each of the three sections.

Site Description:

DESCRIPTION: 1/3 Describe your school (community, grade level(s), student population, etc.) You are required to log onto the websites of the building and the Nebraska Department of Education, review the websites, and integrate facts in the description. You can also see basic school demographics in the FEM portion of LiveText.

ANALYSIS: 1/3 Analyze your site. Integrate the following into this section: (a) as you drove up to the site, how did you feel? (b) As you entered the building, how did you feel? (c) How will you use the information from the Culture Walk during your practicum?

IMPLICATIONS: 1/3 Following your orientation and the Culture Walk, how are you feeling about

Impact Paper 1: Instructional Variety

DESCRIPTION: Describe your role in the delivery of at least two instructional strategies this week. Describe how the students react to certain instructional strategies (lecturing, non-linguistic representations, questioning, simulations/role plays, demonstrations, gradual release, cooperative learning, etc.).

ANALYSIS: Explain advantages and disadvantages of the strategies from the students' and the teacher's perspectives.

IMPLICATIONS: Why is instructional variety important to this group of students?

Impact Paper 2: Classroom Procedures and Routines

DESCRIPTION: Describe three routines/procedures you have helped to implement in your classroom.

ANALYSIS: Analyze the routines/procedures by explaining how they are (or are not) conducive to learning.

IMPLICATIONS: What have you learned about classroom procedures and routines?

Impact Paper 3: Student Engagement in Learning

DESCRIPTION: Describe (briefly) a lesson (or portion of a lesson) you delivered this week. Describe the instructional strategies you used and the students' reactions to them.

ANALYSIS: Why did you choose the strategies you used? Evaluate the effectiveness of the strategies based on student engagement and learning.

IMPLICATIONS: What are your strengths and weaknesses in regard to the strategies you used? What will you do to address your weakness before you student teach?

OR

Impact Paper 3: Student Engagement in Learning

DESCRIPTION: Describe the level of engagement of the students when you taught a lesson (or a portion of a lesson). Were they resistant, compliant, or engaged?

ANALYSIS: Explain specifically what you did that contributed to the level of student engagement and analyze the success of your actions with various groups of students or individual students.

IMPLICATIONS: What changes do you need to make to engage more students or engage students for longer periods of time?

OR

Impact Paper 3: Student Engagement in Learning

DESCRIPTION: Specifically describe a concept you taught, what students learned, and how you knew what they had learned.

ANALYSIS: Related to the concept, what did you do that increased student achievement? What did you do that may have interfered with student achievement?

IMPLICATIONS: If you were to teach this again, what would you do differently?

2. Assessments = 25 POINTS PER CHAPTER = 300 points

There will be several evaluative measures throughout the semester. You will be given sufficient time to plan and prepare for the evaluations.

Assessment 1: Chapters 1, 13, 4

Assessment 2: Chapters 9 and 10

Assessment 3: Chapters 2, 3, 8

Assessment 4: Chapters 5,6,7 and 8

3. Unit Plan (150 points)

- You will develop instructional lesson plans (unit) for some area or aspect of teaching that you would likely teach when you complete your certification program. You will also develop a summative assessment measure for the unit. Additional information will be provided.

4. In or Out of Class Assignments: 100 points

5. Chapter Questions: 120 points

6. Participation: 25 points

-Course Information -

University: University of Nebraska at Omaha
College: Education
Curriculum: Educational Professional Seq
Number: 2010
Type: Lecture
Title: Human Growth and Learning
Short title: Human Growth and Learning
Effective term: Summer 2013
Graduate non-degree students: Not allowed
Can course be taken for credit multiple times? No

- Credit Hours Information -

Type: Fixed
Hours: 3

- Duplicate Information -

Curriculum: Not applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses: Not applicable

- 1.0 Course Description Information -

1.1 Catalog description:

This course will examine human growth and learning from conception through adolescence. It will focus on how current educational practices and theories of development and learning impact and influence each other. The course includes field-based and laboratory experiences for the students.

1.2 Prerequisites of the course:

Admission to Teacher Preparation

1.3 Overview of content and purpose of the course:

This course will examine human growth and learning from conception through adolescence. This information will be examined in the context of the school as a diverse population and the teacher as a dedicated practitioner, reflective scholar, and responsible citizen. The course includes field-based and laboratory experiences. It is the first in the sequence of professional education courses; therefore national and state standards found in current educational practices will be considered. This includes the disposition of the teacher and the impact or influence a teacher's disposition has on theories of developmentally appropriate learning.

1.4 Unusual circumstances of the course:

The course will involve a commitment to 10 hours of observation time, two of which will be held in the classroom and two will be outside the classroom in the community.

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

This course is offered to all candidates who have met the qualifications for entry into the teacher preparation program, and are planning to teach, become a speech pathologist, or who are in library science.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

Multiple sections of the course each semester with approximately 25 students in each class. Approximately 150 students are enrolled each semester.

2.3 If it is a significant change to an existing course please explain why it is needed:

Updated for accreditation purposes.

2.0 Objective Information: Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

- The candidate will know the developmentally appropriate stages of human growth and development from infancy through adolescence by using critical thinking skills that can be used for problems solving as a practitioner. (InTASC Standard 1, 7)
- The candidate will be able to identify current issues and trends in implementing educational practices and reflect on teacher dispositions as they relate to human growth and learning. (InTASC Standard 9)
- The candidate will be able to collect authentic assessment information through observing and describing children and their interactions in the many diverse educational and social settings. (InTASC Standards 5, 6)
- The candidate will be able to identify specific formal and informal means of authentic assessment and evaluation of cognitive, language, motor, socio-emotional, and play development. (InTASC Standard 6)
- The candidate will be able to communicate in written and verbal forms his/her understanding of developmentally appropriate learning processes as evidenced at the various levels of development. (InTASC Standard 1, 8)
- The candidate will be able to describe behaviors and characteristics of developmentally appropriate learning in the areas of play, cognition, language, motor, social-emotional development, and physical growth and maturation as they pertain to infancy, early childhood, middle childhood, and adolescence. (InTASC Standard 1)
- The candidate will be able to use accepted strategies for analyzing technological live remote digital video samples of interactive behaviors, for evaluating children's behaviors and for understanding these behaviors to foster developmentally appropriate learning. (InTASC Standards 1, 6)
- The candidate will be able to recognize behavior and development that is characteristic of individuals who may need special services (on a full or part-time basis) as a result of: cognitive, sensory, academic, and/or physical disabilities; in diverse populations, with the belief that all individuals can learn, grow, and change. (InTASC Standard 2)
- The candidate will gain knowledge of and be able to demonstrate the use of a wide variety of resources and technology as tools for learning in the application of theories and practices in human growth and learning. (InTASC Standards 8)

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Solid content and pedagogical knowledge of the course will establish the basic theories of learning and describe methods for studying growth and learning. The course will use a developmentally appropriate learning approach to examine the various critical areas of development in the four levels of infancy and toddler, early childhood, middle childhood, and the adolescent stage. A global perspective will also be viewed in human growth and learning when looking at diverse populations.

Overview of human growth and learning:

- Theories of developmentally appropriate behaviors
- Theories of learning based on those behaviors
- Methods of studying growth and learning
- Informal means of evaluation and information gathering (including observational data and technical video and taped data)

instruments)

- Prevalent beliefs and conceptions
- Critical periods
- Stages
- Norms
- Integration vs. differentiation
- Plasticity
- Optimization
- Socio-cultural influences of diverse populations
- Linguistic variation such as in bilingual perspectives

Stages of Development:

The common strands running through the stage approach are: how children learn; how learning is developed; how educational approaches influence learning and development; and the issue of the diversity of the cultural social and economic variables impact on learning and development. The stages and areas to be covered are:

Pre-natal (Conception-Birth) & Infancy (Birth-2 years)

- Cognitive development and learning
- Physical growth and maturation
- Motor development and learning
- Language development and learning
- Social-emotional development and learning
- Development and learning in play

Early childhood (2 years - 5 years)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning

- Social-emotional development, changes, and learning
- Development, changes, and learning in play

Middle childhood (6 years - 12 Years)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning
- Social-emotional development, changes, and learning
- Development, changes, and learning in play

Adolescence (13 years to Later adolescence)

- Cognitive development, changes, and learning
- Physical growth and maturation
- Motor development, changes, and learning
- Language development, changes, and learning
- Social-emotional development, changes, and learning
- Development, changes, and learning in play

- 5.0 Teaching Methodology Information -

5.1 Methods:

Methods of instruction to be used in the course include: lecture; large & small group discussions; presentations; video tapes; field based and remote digital video observations provided through technology; directed-independent lab experiences; and the use of technology as a tool through Blackboard and the internet.

5.2 Student role:

The candidates are expected to attend class, complete all assigned reading, participate in discussions, and complete the requirements of the 10 clock hour field based experiences.

- 6.0 Evaluation Information -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Field based experience: Candidates will complete 10 clock hours of placement in educational settings. The candidates will be assigned four (2) hour placements in each of the following areas:

- An early childhood setting
- A special education setting
- An elementary school setting

-A secondary school setting

The kindergarten and special education observations will be completed in the university classroom using technology with a remote live digital video link from classes at these levels in the community. The elementary and secondary experiences will be on site in area schools. An observation manual will be used for each experience for specific activities/requirements such as reports/report rubrics as determined by each faculty, as described in the field based experiences above.

Lab based experiences: The candidates will complete directed lab experiences. These experiences shall support the learning objectives of the course. The experiences will include research, scenario and teaching strategies involving the use of technology and internet. Details of specific experiences and requirements will be determined by course instructors and provided to the students in separate handouts.

Exams: At a minimum, candidates will take a mid-term exam and a final exam.

Additional need for assessments of learning will be at the discretion of the individual course instructors.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Midterm = 25%

Final = 25%

Observation Exp. = 25%

Lab Exp. = 25%

6.3 Grading type:

Letter grades

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

60% = F

Use of a system of "plus/minus" grades (i.e., A+, A, A-, B+, B, B-, etc.) will be left to the discretion of individual course instructors.

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Santrock, J. (2012). *Children* (12th ed.). Boston: McGraw-Hill.

7.2 Other student suggested reading materials:

Selected Journals of Interest:

American Sociological Review

Child Development

Child, Health, And Development

Childhood Education

Human Development Journal

Infant Behavior and Development

Journal of Abnormal Psychology

Journal of Adolescence

Journal of Family Psychology

Journal of Learning Disabilities

Journal of Marriage and The Family

Journal of the National Academy for Child Development

Journal of the National Association for the Education of Young Children

Journal of Psychoeducational Assessment

Journal of Research in Childhood Education

Journal of School Psychology

Journal of Special Education

Merrill-Palmer Quarterly

The Young Child

7.3 Current bibliography and other resources:

Berk, L. (2005). *Child development* (5th ed.). Boston: Allyn & Bacon.

Bjorklund, D. F. (2012). *Children's thinking: Cognitive development and individual differences* (5th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Campbell, B. (1994). *The multiple intelligences handbook*. Stanwood, WA: Campbell & Assoc., Inc.

Cobb, N. J. (2010). *Adolescence* (7th ed.). Sunderland, MA: Sinauer Associates, Inc.

Fabes, R., & Martin, C. L. (2000). *Exploring child development: Transactions and transformations*. Needham Heights, MA: Allyn & Bacon.

Gardner, H. (1993). *Multiple intelligences*. New York: BasicBooks/Perseus Books, L.L.C.

Gardner, H. (1997). *Intelligence reframed*. New York: BasicBooks/Perseus Books, L.L.C.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

Goleman, D. (2006). *Social intelligence: The new science of human relationship*. New York: Bantam Books

Hunt, Earl. (2011). *Human intelligence*. New York, Cambridge University Press.

Levine, Mel. (2002). *A mind at a time*. New York, Simon and Schuster.

McDevitt, T. M., & Ormrod, J. E. (2013). *Child development and education* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Miller, P. H. (2011). *Theories of developmental psychology* (5th ed.). New York, NY: Worth Publishers.

Pinker, S. (1997). *How the mind works*. New York: W.W. Norton & Co.

Rice, E.P. (1995). *Human development*. Englewood Cliffs, NJ: Prentice Hall.

Santrock, J. (2012). *Children* (12 ed.). Boston: McGraw-Hill.

Sternberg, R. J. (1996). *Successful intelligence: How practical & creative intelligence determines success in life*. New York: PLUME/Penguin Putnam, Indiana.

Sousa, D. (2011). *How the brain learns* (4th ed.). Thousand Oaks, California, Corwin.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

8.2.1 Plagiarism Statement

"Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense. UNO faculty members do not accept plagiarized work. When plagiarism is egregious, faculty members are encouraged to give a grade of F for the course and to report the incident to the department chair, the dean, and the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action." (Ethical use of Print and Online Sources in Academic Papers University of Nebraska, April 2010)

8.2.2 LiveText Statement

"An active LiveText account may be a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by the College of Education to maintain our accreditation, demonstrate the quality of our academic programs, improve teaching and learning, and manage various field experiences. As a student, you also have the ability to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

* 8.3 Author(s):

Dr. Phyllis K. Adcock

Course Information -

University:	University of Nebraska at Omaha
College:	Arts and Sciences
Curriculum:	Mathematics
Number:	1310
Type:	Lecture
Title:	Intermediate Algebra
Short title:	1310
Effective term:	Spring 2014

Graduate non-degree students: Allowed

Can course be taken for credit multiple times? No

- Credit Hours Information -

Type: Fixed

Hours: 3

- Duplicate Information -

Curriculum: Not applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses: Not applicable

- 1.0 Course Description Information -

1.1 Catalog description:

This course presents properties of real numbers, linear equations and graphing, systems of equations, linear inequalities, quadratic equations, polynomials, algebraic fractions, exponents and radicals and logarithms.

1.2 Prerequisites of the course:

Students must have an ACT Math sub score of at least 19 within the last 5 years or a COMPASS Test score of at least 3 within the last 2 years or MATH 1000 within the last 2 years with a grade of C- or better.

1.3 Overview of content and purpose of the course:

This course is intended for non-math or non-computer science majors, to fulfill the university general requirement in mathematics. The specific requirements may vary within the different colleges and departments within the university.

1.4 Unusual circumstances of the course:

None

- 2.0 Course Justification Information -

2.1 Anticipated audience / demand:

Students who need to satisfy the Math General Education requirement or a prerequisite for another course.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

This course will be offered every fall, spring, and summer with an anticipated enrollment of 900 students per year.

2.3 If it is a significant change to an existing course please explain why it is needed:

This is not a significant change.

- 3.0 Objective Information -Is this course part of or being proposed for the General Education curriculum?

Yes, General Education area: Fundamental Academic Skills - Mathematics

3.1 List of performance objectives stated as student learning outcomes:

Students will become proficient in:

- Solving and graphing linear equations, inequalities and absolute value problems.
- Performing mathematical operations on polynomials, as well as factoring of polynomials.
- Evaluating and simplifying rational expressions.
- Performing mathematical operations on expressions involving roots and radicals.
- Solving quadratic equations and nonlinear inequalities.
- Developing linear equations given information regarding slope and points, solving linear equations, and applying linear equations.
- Evaluating inverse functions, exponential functions, and logarithmic functions.

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

3.2.1 Student Learning Outcome (Describe how the course meets the SLO(s).)

Mathematics : demonstrate competency in quantitative reasoning that applies algebra;

Students demonstrate competency in quantitative reasoning that applies algebra by:

- Translating word problems into algebraic expressions and equations.
- Using logic and deduction to create a proper mathematical statement to solve a given real-world scenario.

3.2.2 Student Learning Outcome (Describe how the course meets the SLO(s).)

Mathematics : demonstrate competency in symbolic reasoning in the solution to real-world problems;

Students demonstrate competency in symbolic reasoning in the solution to real-world problems by:

- Solving and graphing linear equations.
- Understanding what the variable must represent when reading a real-world problem.

3.2.3 Student Learning Outcome *(Describe how the course meets the SLO(s).)*

Mathematics : demonstrate competency in computational reasoning as it relates to the application of algebraic processes and concepts;

Students demonstrate competency in computational reasoning as it relates to the application of algebraic processes and concepts by:

- Performing mathematical operations on mathematical expressions involving roots, radicals, or logarithms and understanding that under certain conditions, problems will not have an answer.
- Evaluating and simplifying rational expressions and understanding that under certain conditions, problems will not have an answer.

3.2.4 Student Learning Outcome *(Describe how the course meets the SLO(s).)*

Mathematics : demonstrate an ability to solve real-world problems using quantitative, logical, or computational approaches that are typical of mathematical thinking.

Students demonstrate an ability to solve real-world problems using quantitative, logical or computational approaches that are typical of mathematical thinking by:

- Evaluating functions and understanding that a given input value will yield a specific output value.
- Solving and graphing linear equations, inequalities and absolute value problems and understanding that following a series of steps in the correct order will give the correct answer for each problem at hand.

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

1. Equations and Inequalities in One Variable
 - a. Linear Equations and Inequalities
 - b. Compound Inequalities; Absolute Value
 - c. Formulas and Problem Solving
2. Graphs and Functions
 - a. The Rectangular Coordinate System and Graphing
 - b. Relations, Functions, Function Notation, and their Graphs
 - c. Linear Equations and Inequalities in Two Variables
3. Systems of Linear Equations and Inequalities in Two Variables and Problem Solving
4. Polynomial Expressions and Functions
 - a. Rules of Exponents
 - b. Adding, Subtracting, Multiplying, and Dividing Polynomials
5. Factoring
 - a. Greatest Common Factor and Factor by Grouping
 - b. Factoring Trinomials
 - c. Special-Case Factoring and a General Factoring Strategy
 - d. Polynomial Equations and Models
6. Rational Expressions, Equations, and Functions
 - a. Adding, Subtracting, Multiplying, and Dividing Rational Expressions

- b. Complex Rational Expressions
 - c. Rational Equations and Models
- 7. Radicals and Rational Exponents
 - a. Radical Expressions and Functions
 - b. Rational Exponents and Simplifying Radical Expressions
 - c. Operations with Radicals
 - d. Radical Equations and Models
 - e. Complex Numbers
- 8. Quadratic Equations and Functions
 - a. Solving Quadratic Equations
 - b. Applications and Modeling of Quadratic Functions
- 9. Exponential and Logarithmic Functions; Properties of Logarithms

- 5.0 Teaching Methodology Information -

5.1 Methods:

Class meets once a week for 75 minutes. In class, the teacher will cover important concepts, work especially difficult problems, and guide students through the work that will be done each week. The teacher will discuss study strategies and help students to avoid common errors. Students are responsible for 3 flexible hours in the Math Lab, with Teaching Assistants, using Math Lab software. All homework, quizzes, tests and a cumulative final exam will be done on the UNO Math Lab software.

5.2 Student role:

Students will be expected to attend weekly classes, participate in class, do all homework, quizzes, and tests. Students are responsible each week for 3 flexible hours in the Math Lab working with Teaching Assistants doing homework, quizzes, and tests.

- 6.0 Evaluation Information -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Students will be graded on class participation, homework, quizzes, four unit tests, and a final exam. After completing all homework and quizzes, students should prepare for tests and the final exam by repeatedly practicing until they can get all exercises correct without any assistance from learning aids, notes, or books. Practice Tests and a Practice Final Exam are available through the Math Lab software for each test and will be open throughout the semester.

6.1.2 In submitting this course for the general education curriculum, it is understood that the department will be responsible for providing a regular assessment report of how each of the student learning objectives shown in 3.2.1-3.2.4 are being met. The format for this report will be specified by the UNO Assessment Committee.

6.2 Describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Weighting of student projects will be determined by the instructor and communicated to students at the start of the term. What follows is one possible example:

Class participation	10%
Homework	10%
Quizzes	10%
Tests	45%
Final Exam	25%

6.3 Grading type:

Letter grades

A+ 95 and up

A 90 - 94

A- 88 - 89

B+ 85 - 87

B 80 - 84

B- 78 - 79

C+ 75 - 77

C 70 - 74

D+ 65 - 69

D 60 - 64

F Below 60

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Trigsted, Kirk, Randy Gallaher, and Kevin Bodden. *Intermediate Algebra eTest Reference*. Stamford: Pearson, 2011.

7.2 Other student suggested reading materials:

7.3 Current bibliography and other resources:

Bittinger, Marvin L., David J. Ellenbogen, and Barbara L. Johnson. *Intermediate Algebra: Concepts & Applications, 9th ed.* Upper Saddle River: Pearson, 2012.

Bittinger, Marvin L., David J. Ellenbogen, and Barbara L. Johnson. *Intermediate Algebra: Graphs &*

Models, 4th ed. Upper Saddle River: Pearson, 2011.

Blitzer, Robert F. *Intermediate Algebra for College Students, 6th ed.* Upper Saddle River: Pearson, 2012.

Clark, Mark, and Cynthia Anfinson. *Intermediate Algebra: Connecting Concepts through Applications.* Stamford: Cengage Learning, 2011.

Dugopolski, Mark. *Intermediate Algebra, 7th ed.* New York: McGraw-Hill, 2011.

Kaufmann, Jerome E., and Karen L. Schwitters. *Intermediate Algebra, 9th ed.* Stamford: Cengage Learning, 2010.

Lehmann, Jay. *Intermediate Algebra: Functions & Authentic Applications, 4th ed.* Upper Saddle River: Pearson, 2010.

Lial, Margaret, John Hornsby, and Terry McGinnis. *Intermediate Algebra, 11th ed.* Upper Saddle River: Pearson, 2011.

Martin-Gay, Elayn. *Intermediate Algebra, 6th ed.* Upper Saddle River: Pearson, 2012.

Rockswold, Gary K., and Terry A. Kreiger. *Intermediate Algebra with Applications and Visualization, 4th ed.* Upper Saddle River: Pearson, 2012.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

* 8.3 Author(s):

Mary R. Dennison, Lecturer, Director of the UNO Mathematics Laboratory and Debbie Challman, Academic Coordinator, UNO Mathematics Department

- Course Information -

University: University of Nebraska at Omaha
College: Arts and Sciences
Curriculum: Mathematics for Teachers
Number: 2000
Type: Lecture
Title: Mathematics for Elementary School Teachers I
Short title: Math for Elem Teachers I
Effective term: Fall 2013
Graduate non-degree students: Allowed
Can course be taken for credit multiple times? No

- Credit Hours Information -

Type: Fixed
Hours: 3

- Duplicate Information -

Curriculum: Not applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses: Not applicable

- 1.0 Course Description Information -

1.1 atalog description:

A course for prospective elementary school teachers that involves mathematical reasoning, conjecturing, problem-solving, and connecting mathematical thought to its applications. Topics include fractions, decimals, arithmetic operations, and proportional reasoning.

1.2 rerequisites of the course:

C- or better in MATH 1310 and passing the PPST.

1.3 Overview of content and purpose of the course:

This course represents a collection of topics, developed specifically for elementary teachers, not covered in other Math courses.

1.4 nusual circumstances of the course:

No unusual circumstances. Effective and current methods of instruction for the elementary classroom will be utilized as the course combines content and pedagogy in mathematics.

- 2.0 Course Justification Information -

2.1 nticipated audience / demand:

This course is intended for sophomore level elementary education majors.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

This course is offered every fall, spring, and summer with an anticipated enrollment of 25 students per section offered (75 per fall and spring semester).

2.3 If it is a significant change to an existing course please explain why it is needed:

The change is significant. We had previously listed the wrong course objectives and content organization listed for this course. The performance objectives and the content organization were those from MTCH 2010.

- 3.0 Objective Information -Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

The Student will:

1. Use problem-solving approaches to investigate, understand, and solve problems of mathematical content.
2. Acquire confidence in using mathematics meaningfully.
3. Develop a deep and flexible understanding of the meaning of fractions, decimals, and percentages.
4. Develop a deep and flexible understanding of the different arithmetical operations as applied to whole number, fractions, and decimals.
5. Develop understanding of common arithmetic properties (such as the associative property) and how to use them to develop number sense.
6. Develop a solid understanding of how to solve problems using proportional reasoning.

3.2 General Education Student Learning OutcomesAfter completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Fractions

35
17 The Meaning of Fractions
35
17 Equivalent Fractions
35
17 Comparing Fractions
35
17 Percents

Addition and Subtraction

35
17 Interpretations of Addition and Subtraction
35
17 Commutative and Associative Properties of Addition and Subtraction
35
17 Standard Algorithms for Addition and Subtraction
35
17 Adding and Subtracting Fractions
35
17 Adding and Subtracting Negative Numbers

Multiplication

35
17 Interpretations of Multiplication
35
17 Commutative and Associative Properties of Multiplication
35
17 The Distributive Property
35
17 Properties of Arithmetic and Mental Math and Single Digit Multiplication Facts
35
17 Why the Common Algorithm for Multiplication works
35
17 Multiplying Fractions
35
17 Multiplying Decimals
35
17 Multiplying Negative Numbers

Division

35	Interpretations of Division
35	Division and Fractions and Division with Remainder
35	Why Division Algorithms Work
35	Fraction Division from a "How Many Groups" perspective
35	Fraction Division from a "How Many in each Group" perspective
35	Dividing Decimals

Ratios and Proportions

35	Motivating and Defining Ratio and Proportional Relationships
35	Solving Proportional Problems by Reasoning with Multiplication and Division
35	Unit Rates and Values of a Ratio
35	Proportional Relationships versus Inversely Proportional Relationships
35	Percent Increase/Percent Decrease

- 5.0 Teaching Methodology Information -

5.1 methods:

1. Instruction involving small groups, cooperative learning, activity based learning (utilizing computers and manipulatives) and modified lectures.

2. Students will be active participants in class discussions and involved in classroom presentations.

3. 3 classroom hours/week

5.2 student role:

Students must participate in classroom discussion and activities.

- 6.0 Evaluation Information -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Students will be submitting group projects indicating depth and breadth of comprehension material, taking take-home and in-class exams, entering daily journal writings, performing in-class activities, doing homework assignments, and submitting a portfolio summarizing the semesters work.

6.2 describe the typical basis for determining the final grade (e.g., weighting of various student projects):

The final grade will come predominately from in class and take home exams (approximately 80% of the final grade. The rest of the grade will come from homework, in class quizzes, class participation, and other assignments

6.3 Grading type:

Letter grades

The grading scale will be determined by the instructor and distributed to students at the start of the term. What follows is one possible example:

A+: 98-100% B+: 86-88% C+: 76-78% D+: 66-69% F: Below 60%

A : 93-97% B : 83 – 85% C : 70-75% D : 60-65%

A-: 89-92% B- : 79-82%

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Mathematics for Elementary Teachers, 4th Edition, Sybilla Beckmann, Pearson

7.2 Other student suggested reading materials:

none

7.3 Current bibliography and other resources:

Effects of Teachers' Mathematical Knowledge for Teaching on Students' Achievement, H.C. Hill, B. Rowan, & D.L. Ball. American Educational Research Journal, 42(2), 371-406, 2005.

Fraction Bars, A. Bennett, Jr. & P. Davidson; Palo Alto, CA: Creative Publications, 1991.

Mathematics for Elementary Teachers, 2nd edition, S. Beckman; Boston, MA: Pearson Education, 2007.

No Common Denominator: The Preparation of Elementary Teachers in Mathematics in America's Education Schools, National Council on Teacher Quality; Retrieved August 1st, 2008.

Reasoning About Numbers and Quantities, J. Sowder, L. Sowder, & S. Nickerson; New York: W.H. Freeman, 2007.

Reading the Numbers: A Survival Guide to the Measurements, Numbers, and Sizes Encountered in Everyday Life, M. Blackma; New York: Penguin Group, Viking Penguin Inc., 1989.

The Art of Problem Posing, S. Brown & W. Walter; Philadelphia: Franklin Institute Press, 1991.

The Effects of Different Undergraduate Mathematics Courses on the Content Knowledge and Attitude towards Mathematics of Pre-service Elementary Teachers, M. Matthews & W. Seaman; Issues in Undergraduate Mathematics Preparation of School Teachers: The Journal, 1. Retrieved October 15th, 2008.

The Mathematical Education of Teachers, CBMS series on Issues in Mathematics Education, Vol. #11. Conference Board of the Mathematical Sciences; Providence, RI: American Mathematical Society, 2001.

The Mathematical Tourist: Snapshots of Modern Mathematics, I. Peterson; New York: W.H. Freeman and Company, 1988.

- 8.0 Other Information -

8.1 Accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

* 8.3 Author(s):

Michael Matthews

Math 2000 – Mathematics for Elementary School Teachers**Fall 2013**

Section 002: Class Number 17810: MW: 5:30 – 6:45: DSC 255

Instructor: Ms. Korth**Office Hours: MW, 5:15-5:30, 6:45-7:15, room DSC 255****Telephone: 658-5585 (cell) (I don't mind phone calls or texts)****Email: jessica.korth@ops.org**

Welcome to Math 2000! It is a pleasure to be involved with the mathematics education of elementary education majors. I will be teaching relevant mathematics in a manner that involves much more than “knowing the right formula”. Rather, you will be constantly asked to explain the mathematics, to discuss your strategies, and to develop deep mathematical ideas. It is not enough to just ‘tell how to do’ the mathematics to children in school, instead ‘teach why’ mathematics is. This course is about developing conceptual understanding of the mathematics you will be teaching.

My long-term goal is helping you find a love for mathematics and to become a superb mathematics teacher at the elementary school level. I want you to have a deep understanding of the mathematics you teach and the ability to communicate this understanding to your students. In order for this to occur, you will be spending a great deal of time on this course.

Math 2000 will be a challenging course, but you will have lots of support. Please email me anytime or come to my office hours to discuss any questions or concerns at any time during the semester. The **Math-Science Learning Center** offers peer assisted, independent study in the form of peer tutoring, facilitated study groups and supplemental instruction. The MSLC is here to help all UNO students free of charge. Students wishing to work with a peer-tutor simply need to stop by - no appointment is necessary for most courses. Course-by-course hours of availability can be found on the MSLC website. For assistance, please visit the MSLC at 107 Durham Science Center, www.unomaha.edu/MSLC or call 554-3534.

Your success is a measure of my success. Here are some strategies for us to reach our goal together:

- 1) Be an active participant in class. Much of this class is taught through class activities.**
- 2) Read the section before doing problems. Refer to notes taken in class to clarify points from the book.**
- 3) Do all practice problems before attempting homework assignments. Refer to solutions after attempting them yourself.**
- 4) Keep up with homework! Come see me, to go over homework questions together.**
- 5) Come to class prepared. Bring book, activities manual and any needed supplies.**
- 6) Practice working with pattern blocks at home and in class. Things that are unfamiliar are challenging.**

- 7) After completing a new section, go back and read each previous section (since the last test) and do 1-2 problems from each section.
- 8) Start preparing for tests one week prior to the test date. Go back through all notes and problem sets to review and identify areas that need more attention. Come to my office to discuss those areas and receive help.
- 9) After tests are returned, take them home and carefully go over all problems, making certain that you understand problems that you had missed. Come in to get help on any areas.

Prerequisites: Completion of Math 1310 and a satisfactory score on the PPST.

Textbook: Mathematics for Elementary Teachers with Activities, 4th edition, Beckmann (**required**)

Pattern Blocks: We will use them throughout the course.

Attendance is mandatory. You are allowed only 3 **absences** for the course. **If you have more than 3 absences (excused or unexcused), your final course grade will automatically be lowered.** If there are extenuating circumstances requiring your absence, you must see the instructor. If you are absent on a test day, a make-up exam is not guaranteed. It is given at the discretion of the instructor only with adequate notification and justification. Make-up quizzes are NOT given. **Students are expected to be prompt and to stay in class for the entire class period. Leaving the classroom while class is in session can be disruptive and is disrespectful to the instructor and the other class members. If you are more than 10 minutes tardy 3 times during the semester, it will count as one absence.**

Homework is mandatory. You cannot learn mathematics unless you do mathematics. Homework quizzes will be given **often and the 2 lowest scores will be dropped.** No make-up homework quizzes are given. The cumulative score on homework quizzes will be equivalent to one test grade.

Course grade: The grade will be determined based on performance on three tests (50 pts each), homework quizzes (50 pts), participation (10 pts), & a comprehensive final (75 pts).

The following grade scale will be used:

A+: 95-100%	B+: 85-89%	C+: 76-79%	D+: 67-69%	F: below 60%
A: 90-94%	B: 80-84%	C: 70-75%	D: 60-66%	

NOTE: If Math 2000 is not successfully completed after the 2nd attempt, individuals must petition the Elementary Mathematics Committee to enroll for the third and final time.

THE LAST DAY TO WITHDRAW WITH A “W” IS Nov 8.

Math 2000 tentative schedule

Margaret Buerman Fall 2013 (Excel Spreadsheet)

* optional extra credit problems

date	section(s)	assignment due next class meeting
26-Aug	2.1	read section 2.2, problems from handout
28-Aug	2.2	P. 57: 1,2,4,5,9
30-Aug	2.2	P. 57: 7,10,15,16,20,*21, read section 2.3
4-Sep	2.3	P.67: 1,3,4,22,23,*24, read section 2.4
6-Sep	2.4	P.77: 1,2,3,4,11, read section 2.5
9-Sep	2.4,2.5	P.77: 6,7,17, P.87: 1,2
11-Sep	2.5	P.87: 3,4,9,10,15,*23, read section 3.1
13-Sep	3.1	P.99: 1,3,5,6,8, read section 3.2
16-Sep	3.2	P.109: 1,2,3,4,5
18-Sep	3.2	P.110: 6,7,8,10,11,*12, read section 3.3
20-Sep	3.3	P.117:1,2,3,7,11, read section 3.4
23-Sep	3.4	P.129: 1,.10,12,13,16
25-Sep	3.4	P.129: 2,3,11,17,19,*25, read section 3.5
27-Sep	3.5	P.137: 1,2,3,4
30-Sep	review	
2-Oct	exam 1	read section 4.1
4-Oct	4.1,4.2	P.145: 1,2,3,4,8, read section 4.2
7-Oct	4.2,4.3	P.148: 1,2, P.159: 1,2,3, read section 4.3
9-Oct	4.3	P.160: 5,10,13,14,18,*25,read section 4.4
11-Oct	4.4	P.171: 1,4,5,6,7, read section 4.5
14-Oct	4.4,4.5	P.P.171: 9,10, P.179: 3,4,7
16-Oct	4.5	P.180: 5,8,10,13,16,*17, read section 4.6
18-Oct	4.6	P.188: 2,4,7,10,12, read section 5.1
23-Oct	5.1	P.200: 1,5,8,11,14,*18, read section 5.2
25-Oct	5.2	P.207: 1,3,6,9,10,read section 5.3
28-Oct	5.3	P.210: 1,2,3
30-Oct	review	
1-Nov	exam 2	read section 6.1
4-Nov	6.1	P.227: 1,2,3,4,6, read section 6.2
6-Nov	6.2	P.233: 1,2,3,4,7,*9, read section 6.3
8-Nov	6.3	P.246: 2,3,4,5,8,19, read section 6.4
11-Nov	6.4	P.255: 1,2,3,4,6, read section 6.5

13-Nov	6.4,6.5	P.255: 8,10,P.263: 2,3,4
15-Nov	6.5	P.263: 5,6,8,9,11, read section 6.6
18-Nov	6.6	P.271: 2,3,4,5,6
20-Nov	review	
22-Nov	exam 3	read section 7.1
28-Nov	7.1	P.283: 1,3,4,8,9, read section 7.2
2-Dec	7.2	P.291: 1,3,5,11,15, read section 7.3
4-Dec	7.3	P.297: 2,4,6,7,19, read section 7.5
6-Dec	7.5	P.311: 1,2,4,5,6,7,*14
	final	
9-Dec	review	
	final	
13-Dec	review	

Math 2000 – Mathematics for Elementary School Teachers Spring 2013

Tuesday and Thursday, 1:00 – 2:15 pm, DSC 255

Instructor: Dr. Rech

Homework HELP time: 12:00 – 1:00 pm, TR, DSC 208

I am available in my office for office hours on MW, 1:00 – 2:00

COME SEE ME!!! I am your BEST resource. YOU are each other's next best resource. Use me and each other!!

Office: DSC #229

Telephone: 402-554-2827, 402-426.2753 (home), 402.515.2446 (cell)

Email: jrech@unomaha.edu

I am honored and privileged to have you in Math 2000. It is a pleasure to be involved with the mathematics education of elementary education majors. I will be teaching relevant mathematics in a manner that involves much more than “knowing the right formula”. Rather, you will be constantly asked to explain the mathematics, to discuss your strategies, and to develop deep mathematical ideas. It is rarely enough to know the “right formula” in mathematics. This course is about developing conceptual understanding of the mathematics you will be teaching. It is a very rigorous course.

My long term goal is nothing short of helping you become a superb mathematics teacher at the elementary school level. I want you to be one who stands out from the crowd because of your deep understanding of the math you teach and the ability to communicate this understanding to your students. In order for this to occur, you'll be spending a great deal of time on this course. I want to have you be an excellent MATH TEACHER at the end of this course!

Your success is a measure of my success. Here are some strategies for us to reach our goal together:

- 1) Be an active participant in class. Much of this class is taught through class activities.**
- 2) Read the section before doing problems. Refer to notes taken in class to clarify points from the book.**
- 3) Do all practice problems before attempting homework assignments. Refer to solutions after attempting them yourself.**
- 4) Keep up with homework! Come see me, to go over homework questions together.**
- 5) Come to class prepared. Bring book, activities manual and any needed supplies.**
- 6) Practice working with pattern blocks at home and in my office. Things that are unfamiliar are challenging.**

- 7) After completing a new section, go back and read each previous section (since the last test) and do 1-2 problems from each section.
- 8) Start preparing for tests one week prior to the test date. Go back through all notes and problem sets to review and identify areas that need more attention. Come to my office to discuss those areas and receive help.
- 9) After tests are returned, take them home and carefully go over all problems, making certain that you understand problems that you had missed. Come in to get help on any areas.

Prerequisites: Completion of Math 1310 and a satisfactory score on the PPST.

Textbook: Mathematics for Elementary Teachers, 3rd ed, Beckmann (**required**)
Activities Manual for Mathematics for Elementary Teachers, Beckmann (**required**)

Pattern Blocks: Required (We will use them extensively during the course. You will become pattern block experts!!)

Calculator: Recommended (NOTE: Your phone cannot be used as your calculator on tests.)

Homework/Class notebooks: It is strongly recommended that you take good notes in class and organize them in a math notebook. **Your homework should also be contained in a separate homework notebook (not in your textbook).** A great deal of material is taught in this course, and organization is critical for success.

Blackboard will be used to communicate information to you and to provide some materials needed in the course. To access your Blackboard account for this course, go to the UNO home page (www.unomaha.edu) and click on the myUNO portal (formerly Blackboard). Math 2000 will be listed as an available course for this semester.

I will occasionally be emailing you to get important information to you. I automatically email to your UNO email account. **Please check your UNO email account regularly.**

Attendance is mandatory. I can't teach you anything if you're not present. You are allowed only 2 **absences** for the course. **If you have more than 2 absences, your final course grade may be lowered.** If there are extenuating circumstances requiring your absence, you must see the instructor. If you are

absent on a test day, a make-up exam is not guaranteed. It is given at the discretion of the instructor only with adequate notification and justification.

Students are expected to stay in class for the entire period. Do NOT leave class during the middle of the period. *Leaving the classroom while class is in session can be disruptive and is disrespectful to the instructor and the other class members. No cell phones/texting are to be used during class.*

Homework is mandatory. You cannot learn mathematics unless you do mathematics. Homework will be collected each period & graded for completion. Quizzes over homework will often be given. No make-up quizzes.

Course grade: The grade will be determined based on performance on 3 tests (51% of course grade), homework completion (10% of grade), homework quizzes (10% of course grade), class participation (5% of grade) and a cumulative final exam (24% of course grade).

The following grade scale will be used:

A+: 98-100%	B+: 87-89%	C+: 76-79%	D+: 66-69%	F:
below 60%				
A : 94-97%	B : 83-86%	C : 70-75%	D : 60-65%	
A-: 90-93%	B-: 80-82%			

- Course Information -

University: University of Nebraska at Omaha
College: Arts and Sciences
Curriculum: Mathematics for Teachers
Number: 2010
Type: Lecture
Title: Mathematics for Elementary Teachers II
Short title: Math for Elem Teachers II
Effective term: Fall 2013
Graduate non-degree students: Allowed
Can course be taken for credit multiple times? No

- Credit Hours Information -

Type: Fixed
Hours: 3

- Duplicate Information -

Curriculum: Not applicable

- Cross-listing and/or Dual-listing (UG/G) Information -

Courses: Not applicable

- 1.0 Course Description Information -

1.1 atalog description:

This course represents a collection of topics, developed specifically for elementary school teachers, not covered in other courses.

1.2 rerequisites of the course:

MATH 2000 with a grade of C- or better.

1.3 Overview of content and purpose of the course:

This course includes geometry, measurement, number theory, algebra, and statistic topics and their conceptual development as they relate to what is taught in the elementary classroom. Topics include polyhedra, polygons, constructions, size changes, planar curves and curved surfaces, measurement, area, volume, factors, primes, equations, expressions, measures of central tendency and spread.

1.4 nusual circumstances of the course:

none

- 2.0 Course Justification Information -

2.1 nticipated audience / demand:

This course is designed to meet the needs of those students who will be elementary classroom teachers.

2.2 Indicate how often this course will be offered and the anticipated enrollment:

This course is offered every fall, spring, and summer with an anticipated enrollment of 30 students per section (90 per fall and spring semester).

2.3 If it is a significant change to an existing course please explain why it is needed:

The changes include a change to the prefix from MATH to MTCH and an updated list of major topics central to the course.

- 3.0 Objective Information -Is this course part of or being proposed for the General Education curriculum?

No

3.1 List of performance objectives stated as student learning outcomes:

Students will understand the underlying concepts necessary to teach geometry, measurement, number theory, algebra, and statistic topics within the elementary classroom.

3.2 General Education Student Learning Outcomes After completing the course, successful students shall be able to do the following:

- 4.0 Content and Organization Information -

4.1 List the major topics central to this course:

Number Theory

- 35
17 Factors and Multiples
- 35
17 Even and Odds
- 35
17 Divisibility Tests
- 35
17 Prime Numbers
- 35
17 Greatest Common Factor and Least Common Multiple

Algebra

- 35
17 Numerical Expressions
- 35
17 Expressions with Variables
- 35
17 Equations
- 35
17 Solving Equations
- 35
17 Solving Algebra Story Problems with Strip Diagrams and with Algebra
- 35
17 Sequences

Geometry

- 35
17 Angles
- 35
17 Circles and Spheres
- 35
17 Triangles, Quadrilaterals, and other Polygons

Measurement

- 35
17 Fundamentals of Measurement
- 35
17 Length, Area, and Volume
- 35
17 Converting between one Unit of Measurement to Another

Areas of Shapes

- 35
17 Moving and Additivity Principles of Area
- 35
17 Areas of Triangles
- 35
17 Areas of Parallelograms and other Shapes

Solid Shapes and their Surface Area

- 35
17 Polyhedra and Other Solid Shapes
- 35
17 Patterns and Surface Area

Geometry of Motion and Change

- 35
17 Reflections, Translations, and Rotations
- 35
17 Symmetry

Statistics

- 35
17 Formulating Statistical Questions, Gathering Data, and Using Samples

³⁵
¹⁷ The Center of Data: Mean, Median, and Mode
³⁵
¹⁷ Summarizing, Describing, and Comparing Data Distributions

Probability

³⁵
¹⁷ Basic Principles
³⁵
¹⁷ Counting the Number of Outcomes
³⁵
¹⁷ Probability in Multi-Stage Experiments
³⁵
¹⁷ Using Fraction Arithmetic to Calculate Probabilities

- 5.0 Teaching Methodology Information -

5.1 methods:

This course is to be taught in a manner that has increased emphases on images, ideas, reasons, goals, and relationships. The focus is to be on the big ideas, to realize that mathematics is not about getting answers to questions, but about developing insight into relationships and structures. Students will be engaged in complex problems to develop deep understanding, instead of meaninglessly memorizing procedures for solving them.

5.2 student role:

Students must participate in class and complete outside projects, including activities. Students will be required to do extensive writing. To demonstrate mastery of a concept, students must be able to organize ideas and understandings. Explanations of work must be complete, conceptual, and coherent. Assignments will contain questions and activities, some completed individually, some within small groups.

Expected time commitment: 3 hours per week plus 6 hours per week outside of class for homework, projects, and activities as assigned.

- 6.0 Evaluation Information -Students should be provided the actual list of projects, basis for determining the final grade, and grading scale at the beginning of each course.

6.1.1 Describe the typical types of student projects that will be the basis for evaluating student performance:

Evaluation will be based on tests, class assignments, student performance on projects, and classroom participation.

6.2 describe the typical basis for determining the final grade (e.g., weighting of various student projects):

Classroom tests and assignments will represent approximately 80% of the course grade with 20% of the grade for projects, activities outside of class, and classroom participation.

6.3 Grading type:

Letter grades

A+: 98-100% B+: 86-88% C+: 76-78% D+: 66-69% F: Below 60%

A: 93-97% B: 83 – 85% C: 70-75% D: 60-65%

A-: 89-92% B-: 79-82%

- 7.0 Resource Material Information -

7.1 Textbook(s) or other required readings used in course:

Beckmann, Sybilla. Mathematics for Elementary Teachers, 4th edition. Massachusetts: Pearson Education, 2012.

7.2 Other student suggested reading materials:

Curriculum and Evaluation Standards for School Mathematics; National Council of Teachers of Mathematics, 1989.

Internet and supplemental activities.

7.3 current bibliography and other resources:

Beckmann, Sybilla. Mathematics for Elementary Teachers, 2nd edition. Boston, MA: Pearson Education, 2008.

Bennett, Albert B. Jr., and Patricia S. Davidson. Fraction Bars. California: Creative Publications, 1973.

Billstein, Rick, Shlomo Libeskind, and Johnny Lott. A Problem Solving Approach for Elementary School Teachers, 9th edition. Massachusetts: Addison-Wesley, 2006.

Blacksma, Mary. Reading the Numbers: A Survival Guide to the Measurements, Numbers, and Sizes Encountered in Everyday Life. New York: Penguin Group, 1989.

Brown, Stephen, and Marion Walter. The Art of Problem Posing. Philadelphia: Franklin Institute Press, 1991.

Musser, Gary, Blake Peterson, and William Burger. Mathematics for Elementary Teachers: A Contemporary Approach. New Jersey: Wiley, 2008.

Peterson, Ivars. Islands of Truth: A Mathematical Mystery Cruise. New York: W.H. Freeman, 1991.

Peterson, Ivars. The Jungles of Randomness. New Jersey: Wiley, 1997.

Peterson, Ivars. The Mathematical Tourist: Snapshots of Modern Mathematics. New York: W.H. Freeman and Company, 1988.

Sowder, Judy, Larry Sowder, and Susan Nickerson. Reasoning About Numbers and Quantities. New York: W.H. Freeman, 2007.

- 8.0 Other Information -

8.1 accommodations statement:

Accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402.554.2872, TTY: 402.554.3799) or visit the web at <http://www.unomaha.edu/disability>.

8.2 Other:

*8.3 Author (s): Michael Matthews

SYLLABUS
Math 2010
5:30-6:45pm TR

Fall 2013
Mathematics for Elementary Teachers II
DSC 255

Instructor:
5:30

Katie Garcia

Office Hours:

TR 4:30-

DSC 255

or by

appointment

402-554-6027 (or 402-554-3430 to leave message)

kjgarcia@unomaha.edu

Best contact: Katie.Garcia@ops.org

Prerequisite:

Completion of Math 2000 within the last 2 years with a grade of C- or better.

Materials:

Mathematics for Elementary Teachers, 3rd edition, by Sybilla Beckmann, and Activities Manual. A compass, protractor, ruler (with both inches and centimeters), scissors, graph paper, and a scientific calculator will be needed during the course.

Purpose:

This course is intended to provide elementary education majors with a deeper understanding of topics in number theory, algebra, statistics, probability, geometry and geometric measurement. The goal is not only to get the right answers but to make sense of the mathematics, "explaining why," and be able to convey it to others.

"Those who can, do. Those who understand, teach." Lee S. Shulman

Course Requirements:

1. Regular attendance and participation
2. 3 tests (the 3rd test is a mix of the last new material plus the cumulative final)
3. Homework assignments and quizzes

Attendance is mandatory. Discussions and in-class activities are vital to learning the material. If you miss a test for a legitimate (e.g. death in the family or hospitalization) and verifiable reason (and prompt notification is given), the instructor will give a make-up test. Otherwise, a zero will be given for the missed test. If you know in advance that you will miss a test (i.e. a school function), then you must give notification before the test; otherwise you will not be allowed to make-up the missed test.

Homework problems are assigned for each section covered. Homework assigned for the week will be due typically on the following Tuesday. Homework will be graded for effort and completion and is worth 10 points each week. You will receive feedback on selected problem(s) from each section. Questions should be answered completely and in well-structured sentences. Good mathematical explanations are essential to success in this course. A short quiz will be given on many/most Thursdays and will reflect the class activities, assigned homework, definitions and/or principles. There are no make-ups for quizzes, but the lowest quiz grade will be dropped.

Grading Policy:	3 Tests	80% of grade
	Homework	10% of grade *One low grade dropped
	Quizzes	10% of grade *One low grade dropped

*Note: In Blackboard, a column titled "Weighted Grade In Progress" will be calculating your weighted grade, with lowest scored dropped as the semester progresses. Refer to this to track your accurate in-progress grade.

Grading Scale (Percentage)

A+: 100 - 97.5	A: 97.4 – 92.5	A-: 92.4 – 90
B+: 89.9 – 87.5	B: 87.4 – 82.5	B-: 82.4 - 80
C+: 79.9 – 77.5	C: 77.4 – 72.5	C-: 72.4 – 70
D+: 69.9 – 67.5	D: 67.4 – 60	

**Note that the College of Education accepts only C- grades or higher.

Accommodations: Accommodations are provided for students who are registered with Disability Services and make their requests sufficiently in advance. Contact me as soon as you can regarding any accommodations.

Suggestions:

35
17 Read the textbook—before and after the material is covered in class.
35
17 Complete assigned problems immediately after material is covered in class.
35
17 Come to class.
35
17 Participate fully and ask questions during class.
35
17 Come to office hours: *Located in our classroom (if no class meets immediately prior) or in DSC
208
35
17 Get help from the tutors in the MSLC.
35
17 Put serious effort into the homework. Try the practice problems without looking at the solutions
first.
35
17 Email any problems or questions. This is your education. I want you to be successful.
35
17 Work in groups on homework and studying for tests.
35
17 Ask for help.

Tentative Class Schedule and Homework Assignments

	Date	Section	Homework	
			Practice Problems	Problems
Week 1	Tues. 8/27	8.1	3, 4	1, 3, 4, 6, 8
		8.2 start	1, 2, 4, 5, 7	2, 4, 6, 11, 12, 15, 18
	Thurs. 8/29	8.2 cont'd		
		8.3	3, 4, 5	2, 3, 5
Week 2	Tues. 9/3	8.4	2, 3	1-3, 5, 6, 9, 11
	Thurs. 9/5	8.5	1, 2	1, 3, 4, 6, 9, 11, 12, 13
Week 3	Tues. 9/10	9.1	1, 2, 8, 9	1, 2, 3, 6, 14, 22, 23, 24
	Thurs. 9/12	9.2	1, 3, 5	1, 2, 4, 13, 14, 15, 17
		9.3 start		
Week 4	Tues. 9/17	9.3 cont'd	1, 2	1, 2, 3, 7
		9.4	1, 2, 3	2, 4, 8, 14, 15, 17
	Thurs. 9/19	9.5	1, 2, 3	1, 2, 5, 15, 16, 18, 25
Week 5	Tues. 9/24	Review		
	Thurs. 9/26	Test 1		
Week 6	Tues. 10/1	10.2	1, 2, 3, 5, 6, 8	1, 3, 6, 7, 8, 9
	Thurs. 10/3	10.5	2-8, 10-12	5, 6, 8, 12, 14
Week 7	Tues. 10/8	11.1	5, 9, 11, 12	1, 2, 3, 4
		11.2	2	1, 4
	Thurs. 10/10	11.4	1, 3, 4, 8, 9	3, 5, 6, 11, 13, 18, 24, 25
Week 8	Tues. 10/15	12.1	1-3	1, 3, 5
		12.2	1-3	1, 2, 3, 5, 7
	Thurs. 10/17	12.3	1-4	2, 3, 4, 6, 7, 9, 10
		12.4	4	4, 5, 9, 11, 12
Week	Tues. 10/22	UNO Fall Break – no classes		

9	Thurs. 10/24	13.1	2, 3, 4	2, 3, 4
Week 10	Tues. 10/29	13.2	5, 6, 7, 9	1, 3, 5, 8, 9
	Thurs. 10/31	Review		
Week 11	Tues. 11/5	Test 2		
	Thurs. 11/7	14.1	1, 2, 3	1, 4, 5, 7, 9, 10, 12
	Fri. 11/8	Last day to withdraw with a "W"		
Week 12	Tues. 11/12	14.2	1, 3, 4, 5	2, 3, 4, 7-11, 14
	Thurs. 11/14	15.3	2, 7, 8, 9	3, 6, 9, 12, 15, 16, 18
Week 13	Tues. 11/19	15.4	3, 4	1, 8, 10, 12
	Thurs. 11/21	16.1	1, 2, 3, 4	1, 3, 4, 5
Week 14	Tues. 11/26	16.2	1, 2, 3, 5, 6	1, 2, 3, 5, 6, 8
	Thurs. 11/28	Thanksgiving Break – no classes		
Week 15	Tues. 12/3	16.3	1, 3, 4, 5	1-6, 9, 10, 12, 14
	Thurs. 12/5	16.4	1, 2	1, 2, 3, 4, 12, 13, 14
Week 16	Tues. 12/10	Review		
	Thurs. 12/12	Review		
Finals Week	Tues. 12/17 5:30pm	Test 3(Final)		

Note: Practice Problems do **not** need to be turned in. However, you are responsible for knowing how to answer any practice problem. The Practice Problems can help you complete the assigned problems for each section.