

**Louisiana State University**  
**EDCI 3001**  
**Student Development and Diversity**

**Catalog Description:**

Prerequisite: *Credit or registration in EDCI 2001 and concurrent enrollment in one of the following: BIOL 3001, CHEM 3001, ENGL 3201, FREN 3401, HIST 3001, MATH 3001, PHYS 3001, SPAN 3001, 2 hours lecture, 3 hours lab/field experience in multicultural settings.*

Differences among secondary student (grades 7-12) associated with their development levels, cultural, and ethnic backgrounds, genders, learning abilities, and special needs.

**Required Text:**

Mitchell, Grace M. (2005). *The Essentials of Teaching in Secondary Classrooms: A basic guide for teachers*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Kauffman, J.M. & Hallahan, D.P. (2005). *Special Education: What it is and why we need it*. Pearson Education, Inc.

**COURSE CONTENT**

This course addresses topics relative to adolescent development, multiculturalism, and special education. Content will be delivered through class lecture, discussion, group work, field experiences, and service (service-learning is an integral part of the course). Students will complete a variety of activities in their designated classrooms such as classroom observations, structured interviews, and individual or small group instruction.

**Course Objectives:**

By the conclusion of the course, students will:

- 1) Identify with the general philosophical roots of American education as they are exemplified in educational practice today.
- 2) Identify the basic principles of professionalism in education relative to student/teacher/parent relationships and the teaching/learning process.
- 3) Demonstrate knowledge of the basic organizational structure of secondary schools.
- 4) Demonstrate knowledge of critical issues facing secondary schools in the 21<sup>st</sup> century.
- 5) Demonstrate knowledge of influences of culture, gender, and language on the academic performance of students.
- 6) Demonstrate knowledge of the social and emotional development of adolescents.
- 7) Demonstrate knowledge about learning disabilities, speech and language disorders, mental retardation, and emotional and behavior disorders.
- 8) Demonstrate knowledge of Individuals with Disabilities Education Act, Section 504 of the Vocational Rehabilitation Act, and Americans with Disabilities Act.
- 9) Describe the classroom teacher's role in the special education referral process, the IEP development process, and in collaboration with other teachers.

- 10) Describe process for the facilitation of meeting unique needs of students within the context of the regular education curriculum.
- 11) Describe the process and design modifications and adaptations for students with disabilities to maximize participation within the regular education curriculum.
- 12) Demonstrate knowledge of curriculum and assessment requirements of students with diverse learning needs as identified through No Child Left Behind.
- 13) Become familiar with the needs of exceptional students through observation and reaction to specialized educational teaching in a classroom.

## **CIVIC OUTCOMES**

Through your participation in the tutoring experience, you will learn the act of teaching is one of reciprocity. As teachers we often view our job as one of strictly imparting knowledge. The reality is that our students TEACH us valuable knowledge in return. You will learn first hand the struggles of teaching academic content as well as how the outside influences on a child can impede the act of learning (academic learning). You will learn the art of flexibility as well as that of problem solving and decision making (inter and intra-personal learning). In the end it is hoped that you will come to understand the influence of community when educating children and youth (social responsibility learning).

## **SERVICE-LEARNING RATIONALE**

Service-learning has been incorporated into the content of this course. Service-Learning is defined as, “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” (Bingle and Hatcher, 1995). **To fulfill this requirement, you will be tutoring students who are currently identified “at risk” (at risk of failing and/or dropping out of school) in one of the following middle schools in East Baton Rouge Parish: Capital Middle, Baker Middle, Kenilworth Middle, Crestworth Middle, and Park Forest Middle.** These particular schools are participants in GEAR-UP, which is a federal project directed by Dr. Susan Gaston at LSU, and will serve as our community partners. In addition to tutoring, GEAR UP provides many other services such as mentoring, career seminars, leadership classes, college visits and other activities that will further the GEAR UP students in their goal of achieving high school graduation and postsecondary placement. LSU students participating in this service-learning course activity will see first hand the importance of these additional resources in the educational community.

## **SERVICE-LEARNING REQUIREMENTS**

During the first two weeks of class, a member of the staff of GEAR UP will ask you to sign up for time slots for tutoring that fit your schedule. There will be a variety of options presented such as tutoring times available during the day, after school, and during Sat. Academies. You will sign up for the times that best fit your schedule. The staff will then match your availability to a student participating in the project who is available at that time. Once you have been assigned to

your student, you will be responsible for completing activities that are designed to provide you with an opportunity to become familiar with basic teaching practices such as lesson design, instruction, modification of academic content, student motivation, assessment, and reflection. Through GEAR UP, you will be assigned a particular student with whom you will tutor for a minimum of 12 hours. These tutoring hours will be logged on your time sheet as SL (service-learning). Other activities (i.e. classroom observation) required to complete the course requirements will be logged according to the nature of the activity (see log sheet for details).

The following assignments will be completed (200 points):

- 1) *Three interviews: Interview with 2 teachers who currently have your assigned student in his/her class and the student you will be tutoring (30 points)* The interviews should be structured to gather as much information as possible about the student, his/her areas of strengths and areas of needs. A minimum of 5 questions are required. These questions must be approved by the instructor before scheduling the interview. Interviews should be turned in with a 1 page paper (12 pt. font and double-spaced) highlighting what you believe to be critical information necessary to design content tutoring for your student. **You should discuss the strengths the student possesses as identified by his teachers, his study habits, the skill deficits that you will address, and any other pertinent information uncovered through the interview process.**
  
- 2) *Pre/post test for the student you are tutoring. (50 points)* You will develop and administer a pre/post test after discussing the student's current academic status with his teachers in the subject area in which you will provide tutoring. Include in this assessment pre-requisite concepts that are essential to the student completing assignments on grade level. **You will administer the pretest, then at the end of 10 tutoring hours (1 hour of tutoring equals 1 visit), administer the same assessment as a post test. This information will be used in your final overall reflection of your service-learning assignment.**
  
- 3) *Student interest inventory (no more than 10 items). (20 points)* This will require you to browse the internet first in order to get sample questions. There are many different inventories on line for various age groups. You may give one that has already been developed or you may develop your own using what you have identified as a format to go by. **Give the inventory to your student then write a brief (half page) reflection discussing what interesting things you found out about this student and how you will use this information to motivate your student to succeed. Give a copy of this interest inventory and your reflection to the GEAR UP coordinator.**
  
- 4) *Journal entries will be completed for each tutoring session. Remember that 1 hour of tutoring equals 1 session/visit (10 entries at 10 points each).* You will complete a journal entry to be turned in discussing your tutoring activities. **You will address the progress (or regression) you witness, barriers to learning, suggestions for overcoming those barriers, overall student receptiveness to tutoring process, as well as any information that pertains to the student's emotional and social development. You will also reflect on your tutoring skills, areas you wish to improve upon, and lessons you have learned.** These entries should be at least 1 page, typed and double spaced. You may include sample of student work when

appropriate. A copy of each journal entry will be turned into the instructor as indicated on the tentative course schedule included with the syllabus. **Portions of these journal entries will also be copied and given by you to the GEAR UP coordinator at the school at which you are tutoring.** You will receive details at a later time.

*5) Written reflection of the tutoring experience. (50 points)*

You will present an overview of your service-learning tutoring experience that highlights the growth of your target student socially, emotionally, and academically. This reflection will be a 4–5 pages, typed and double spaced. **You will give background information pertaining to this student (using information from your interviews and interest inventory), discuss targeted tutoring goals, pre/post test data (Did student progress in knowledge according to your data? Can you identify areas requiring continued tutoring that would be beneficial? Has student’s attitude toward subject changed? Did you use external motivators/ reinforcement to get desired results?, etc.), and any other anecdotal information that has become relevant to this particular student’s success. Include a section that discusses what you learned about the act of teaching, about yourself as a future teacher, and how the student benefited from your efforts. What will you take from this experience that will prepare you to be a more effective teacher in the future? What did YOU learn from this student? What did you learn about the process of schooling by participating in this assignment?**

### **Additional Major Assignments**

I. Learning in the 21<sup>st</sup> Century (150 pt.)

You will have an opportunity to participate in a group project with members of the class who are studying in your content area (English, math, history, science, foreign language). With the members of your assigned group, you will identify and research the elements of an “ideal school”. Using information from your observations, teacher interviews, tutoring experiences, and your imagination, you will “build” the school that embraces current, relevant educational practices that mold a secondary student into an individual prepared to participate in the social and economic community.

You will select 5 categories from the list provided. Each category has several identified topics that are related. These topics are ones that will be the foundation for your “ideal school” (middle, or high school, or possibly a configuration of those grade levels different from the norm). The information you collect through researching these topics will become the basis from which your “ideal school” is derived. You **MUST** give special attention to your particular content area. For example, if your group members are English majors, you will design the “ideal” sequence of courses and course content within that area. You must also compare and contrast the Louisiana Comprehensive Curriculum in English to your proposed curriculum. In addition, in this project you must also make sure that you address the social, emotional, and academic development of **ALL** students by utilizing information for course content. You may draw upon your experiences of tutoring and your observations of schooling and schools, also. You may include any additional information that will give you a solid foundation (i.e. interviews

with parents, teachers, principals, etc., other information from additional topics, etc.). Your group will present your “ideal school” during the designated period. There will be designated blocks of time during class time to work on this assignment. Please bring materials to class during those announced times to facilitate completion of this project.

At the time of the presentation, each group will present to the instructor a presentation packet which contains:

- 1) *your 5 categories and the topics selected from each (5 points)*
- 2) *An introduction to the project that includes your group’s philosophy statement pertaining to teaching and learning (15 points; no more than 2 typed, double spaced pages)*
- 3) *a summary highlighting the features of your “ideal school” (also handed out to the class; 5 points)*
- 4) *3 abstracts per group member. These abstracts will encapsulate articles, book chapters, research papers, etc. that have been used to prepare the overall presentation. (15 points)*
- 5) *course sequence that includes a detailed outline of course content with a rationale for why this content is important to the education of the student (30 points)*
- 6) *comparison of the LA Comprehensive Curriculum to your proposed curriculum. Include a statement that indicates **WHY** your proposed curriculum is different from the comprehensive curriculum. (50 points)*
- 7) *a reference list of all sources utilized for the group presentation (reference list should be categorized according to books, journals, newspaper articles, websites, etc., and should be in APA citation format; 5 points)*

**Presentation packet should NOT be a group of stapled papers! Your materials should be in a 3 hole binder or bound together with a cover front and back. In addition, each section (#1-6) should be identified with a tab divider. A cover sheet should include the name of the project, school name, grade level, and names of all members of the group.**

Each member of the group **must** have an active speaking role in the presentation. Visual aids and/or PowerPoint (if projection equipment is available) are recommended. Students will have access to the computer station in the classroom if one is available. The basis of the oral presentation is to inform the audience what elements are important to incorporate into a 21<sup>st</sup> century school and why these are important, as well as what the research tells us about these issues. **The length of the presentation should be approximately 20 minutes in length. Any person who is absent on the day of the presentation will automatically lose 20 points from**

**the total of the presentation. Abstracts will count as 15 points of the individual contribution to the project.**

I. Journal Entries of targeted observations (30 points)

Students will be given directed field assignments to complete within their classrooms. These assignments will be recorded as journal entries and will be periodically checked to authenticate participation (see tentative schedule). On the assigned date, students will be responsible for submitting their log of hours along with the complete set of journal entries. Each log entry should be typed in 12pt. font and double-spaced, approximately 1-2 pages in length.

II. Special Education Block (100 points)

Students will be responsible for (1) modification of the mentor teacher's lesson plans for one week to correspond to the needs of an identified student who is receiving special education services (IEP). If there is not a student on an IEP, then a student receiving accommodations through 504 may be substituted, and (2) tutoring a student for 5 hours in the content area of the preservice teacher (you). You will maintain separate journal entries for this field experience and submit them along with a reaction (minimum 1 page double spaced) This reaction paper should address what you learned about your abilities to work with a student with disabilities, how this experience has differed from working with students who do not have identified disabilities, how you changed your teaching strategies to accommodate the learning needs of the student, and how this experience might influence your teaching style in the future.

\*NOTE: You may be assigned a student to tutor as part of the service-learning requirements who is currently being served through an IEP or 504 Plan. If so, you may ask to use lesson plans from one of his/her teachers to complete this assignment. You may also use this same student (the one you are tutoring for service-learning) if he/she is on an IEP or 504 plan for the tutoring portion of this assignment.

## **COURSE REQUIREMENTS**

\*Each student is expected to attend class regularly and participate in class discussions and activities. Attendance will be taken each class meeting.

\*Each student is responsible for all assigned readings from the textbook and class lectures and activities. Information contained in the readings and from supplemental sources will be included in the examinations whether or not it is specifically addressed in lectures.

\***Tests:** Two examinations worth 100 points each will be given (midterm and final exam)..  
**MAKEUP EXAMS WILL NOT BE GIVEN WITHOUT A VALID WRITTEN (DOCTOR'S) EXCUSE.**

\***Students are responsible for conducting a total of 20 hours of field work in a designated classroom.** A portion of these hours (those other than the 10 tutoring hours with the GEAR UP schools) may be completed at the same site in which you are placed for the

twenty hours from the accompanying content course ( *BIOL 3001, CHEM 3001, ENGL 3201, FREN 3401, HIST 3001, MATH 3001, PHYS 3001, SPAN 3001*).

### **Effective Professionalism.**

During the field experience component of the class, you are expected to act and dress professionally. You must remember that you are not only a representative of LSU, but also a member of a professional community. You will be monitored as to your ability to follow instructions, communicate, and ability to act professionally and responsibly as part of this course. You are expected to think and act as a “teacher in training”. At all times the student’s well being and safety should be your foremost concern.

All students must demonstrate proficiency in written composition as written communication skills are basic to teaching. Written class assignments will be graded on correctness of grammatical usage, word choice, and spelling as well as content. Use of dictionaries, a thesaurus, and publications emphasizing grammatical rules are encouraged for written assignments when needed. **GROSS SPELLING AND GRAMMATICAL ERRORS WILL BE MARKED AND RESULT IN A LOSS OF POINTS (ONE POINT FOR EACH 3 ERRORS NOTED PER ASSIGNMENT)**. Please remember to actually reread everything you submit instead of relying on spell check! This tool will NOT pick up errors such as using “there” when the right word choice is actually “their”.

### **Electronic Submission of Assignments**

You are more than welcome to submit assignments electronically. **However, please make sure the document is formatted in Microsoft Word. I CANNOT open documents in Word Perfect!!!**

### **Late Assignments**

All assignments will be turned in according to the course schedule. There will be an automatic 5 points per day the assignment is late (example: due on Tues but not turned in until Thurs means a loss of 10 points).

### **Attendance**

It is strongly recommended that you attend all class sessions. Attendance will be taken at every class meeting. In addition, lectures will incorporate information from the text as well as outside sources. It is the responsibility of the student to **READ THE ASSIGNED CHAPTERS OF THE TEXT** before each class session. If it is necessary to miss class, please get your notes from a classmate.

### **Disability Services**

If you are in need of special accommodations in order to overcome barriers to the achievement of personal and academic goals due to a disability, please contact:  
The Office of Disability Services

122 Johnston Hall  
(225) 578-5919 (voice) or (225) 578-2600 (TDD)  
FAX – (225) 578-4820

## **Grading**

Grades will be determined through the use of a point system. The following values will determine the letter grade. Each assignment is broken down into component parts and into accompanying point totals in the syllabus. Please refer back under those headings for specifics.

Midterm Exam	100 points
Final Exam	100 points
Service-Learning Tutoring	200 points
Ideal school project	150 points
Journal entries	30 points
Special Ed block	<u>100 points</u>
Total:	680 points

A =	612-680
B =	544-611
C =	476-543
D =	408-475
F =	below 408

## **Contact Information**

Instructor: Margaret Denny  
309 Peabody Hall  
578-1883 or 578-6867  
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