

EDCI 285
Multiculturalism and Education
Fall 2009

INSTRUCTOR:

Office :
Office Hours :
Email :

*: Email is the fastest way to contact me. When you email me, subject line has to mention **EDCI 285**. Use your Purdue University email address for all correspondence, as instructors cannot be responsible for emails sent to non-university accounts.*

Course Description:

The purpose of this course is to give pre-service teachers an opportunity to explore various facets of multiculturalism and their implications for teaching practice. We will examine the impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools. While this course is broad in scope, the primary aim is to assist future teachers in exploring what it means to be an educator in a society that is multicultural, within an educational system which is stratified.

Overall Course Objectives:

1. To develop awareness of issues and concerns related to multicultural education.
2. To develop knowledge of how multiculturalism impact teachers, schools, classrooms, and society.
3. To develop skills of critical thinking and reflection that will enable educators to contribute to meeting the needs of students in a multicultural and global world.

Specific Course Objectives:

At the conclusion of the course, students will be able to:

1. Understand and describe the impact of diversity on American schools and classrooms.
2. Understand and describe how their own views and perspectives have been shaped by their backgrounds and identities.
3. Understand and describe the challenges of teaching and communicating in multicultural settings.
4. Demonstrate effective approaches, perspectives, activities, and techniques for teaching and communicating in multicultural settings

Course Requirements:

1. Students should be prepared to discuss the assigned readings and related topics in class.
2. There will be three writing assignments designed to develop students' ability to think critically about what they have read and develop the skills needed to become reflective practitioners. Students will also write on a weekly basis in the form of a Blackboard posting.

3. There will be one oral presentation either individually or in a small group. The presentation is designed to develop students' ability to clearly and concisely define and present positions and analysis involved in contemporary educational issues.

Required Books and Readings (available at Follet's, course pack at Copymat in the Chauncey Hill Mall):

1. Grant, C. and C. Sleeter (2007). *Doing Multicultural Education for Achievement and Equity*. New York: Routledge.
2. Mondale, S. and S. Patton (2001). *School: The Story of American Public Education*. Boston: Beacon Press.
3. Custom Textbook—available from University Readers. <http://www.universityreaders.com/students/>. University Readers will allow you to download the first 20% of the readings immediately to get you started, and then mail you the entire textbook. Complete instructions are on the last page of this syllabus.

COURSE POLICIES

Attendance:

Attendance is a critical part of the class. As this class meets only once a week, students are allowed one absence—and one absence only-- without question or excuse. Plan accordingly. Your first absence—no matter what the reason—will be counted as your "automatically allowed" absence. A second excused absence may or may not be granted in extenuating circumstances. Students who anticipate a second absence because of an extenuating circumstances (a death in the family, hospitalization, or other dire, emergency circumstances) should contact the instructor immediately. Official documentation will be required in the case of a second absence.

Students who miss more than one class (two, if the second is excused) will lose fifty points off of their final grade for each absence. Students who have missed two classes will automatically be referred to the course coordinator. Students who miss more than three classes will automatically fail the course. To repeat: you cannot receive a passing grade for this class if you have missed more than two classes. Exceptions to this policy will only be made by the course coordinator, and ONLY in the case of a death in your immediate family or a medical situation that requires you to be in the hospital. Extensive documentation will be required.

All papers and homework assignments are due regardless of whether or not you are in class. The instructor will not accept responsibility for receipt for papers submitted via e-mail. Papers and homework can be left with the receptionist in the Department of Curriculum and Instruction office, Rm 4108. Make sure that the receptionist time stamps your paper.

It is expected that you will be in class on time. Coming late to class is disruptive and distracting. Because of lateness' affect on the class, arriving late will count as ½ of an absence. Class starts promptly at XX, according to the clock on the classroom wall. Class ends at xxx. Your full attention and participation is expected until then. If for any reason class extends past this time you are free to leave without penalty.

Students are free to leave to use the restroom as necessary—it is, however, requested, that you do so with a sensitivity to what is happening in the class at that moment. Please wait for a natural break in the class to leave, and please leave and enter the classroom quietly and with as little disruption as possible.

If you anticipate being late for class more than ONCE this semester, you should speak with the instructor.

At the mid-semester, I will give you an estimate (and only an estimate) of your grade for participation and attendance. This grade is designed to give you an indication of your performance in this area, and allow you to bring up your grade in the second half of the semester. The grade is informal, and is not a commitment to a particular grade at the end of the semester.

Late Submission of Assignments Policy

All assignments must be turned in at the *beginning* of class on the day that they are due. Unless otherwise noted all assignments are to be turned in (hard copy only; no electronic copies will be accepted) on their due date. No make up assignments will be permitted. Assignments that are turned in late will be given a lower grade than papers turned in on time (and late means after class starts, as defined above). 5 points will be deducted for a paper turned in from xxx to one hour after class. 10 points will be deducted for papers turned in within the next 24 hour period, and 10 points for every 24 hour period after that.

Regardless of how late your paper is, it is ALWAYS better to turn it in. You will receive a "0" for a paper that is not turned in. If the paper is turned in, REGARDLESS OF HOW LATE, I will do my best to ensure that you receive at least a few points for it. That few points may make a critical difference in your grade.

Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

In the context of this class, academic misconduct also includes misrepresenting the work that you did. Some of the assignments for this class require you to actively observe and analyze. If, for example, you do not attend an event, but invent false observations based on your imagination or a classmates' notes, that is academic misconduct. One instance of such behavior will result in immediately failing the class.

Students with Disabilities: Before the provision of classroom accommodations, students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students.

Any student that is in need of special accommodations due to a disability should contact the Office of the Dean of Students, Adaptive Programs at (765) 494-1247.

Campus Emergency Policy

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard Vista web page and my email address: Clark5@purdue.edu.

Additional Course Policies

- Cell phones must be turned off before entering the class. If you are a parent or have other personal family responsibilities, you may leave the phone on vibrate and take the call in a true emergency, as long as you inform the instructor of this course IN ADVANCE and s/he agrees. Everyone else must switch the phone OFF before entering class. Work responsibilities are not a valid reason for leaving the phone on vibrate. While you are in this class, your first responsibility is here.
- Visitors to class are only allowed with the prior approval of the instructor. Visitors must have a legitimate academic reason for coming to class, and may only visit once per semester.
- Side conversations, reading the newspaper, eating your breakfast/lunch, or other distracting and disrespectful activities will not be tolerated. Students will first be requested to stop these behaviors, and then, if the behavior persists, will be asked to leave.
- Though every attempt will be made to follow the syllabus below, the instructor of this course reserve the right to make changes, additions, and deletions as necessary, and to correct mistakes. As much as possible, this will be done in consultation with members of the class.
- **Students must keep copies of all papers that are submitted.** Papers may be left under the instructors' door, but s/he will not take responsibility for them, and as there is no time stamp, they will be marked late. You are advised to have the paper delivered to class, or to leave it with the receptionist in the department office (with time stamp).
- Students must allow adequate time for the writing and revision of assignments before they are submitted. Ensure that you are backing up your work frequently, and that you keep a copy. Never have a copy in only one place.
- Homework assignments will generally be announced in class the day before they are due. Quizzes will be both announced and surprise.
- You are responsible for all material covered in any classes that you miss, including any and all changes to assignments and the syllabus.
- Spelling, grammar, organization, and clarity are critical elements of written expression, and will count towards your grade on papers. The instructor of this course is not required to correct such mistakes on your papers, but will circle them to draw them to your attention. For assistance with writing and study skills, contact Owl: The On-line Writing Lab, and the Academic Success Center (website, and BRNG, third floor).

- The instructor cannot and will not accept gifts of any kind from students until final grades are submitted
- The instructor will not write letters of recommendation for students until final grades are submitted.

It is expected that you will use your Purdue e-mail account for all communication with the instructor. The instructor will only e-mail to this account, and expect you to

Guidelines for Submitting Written Work

Papers must be:

- submitted hard copy. No electronic submissions will be accepted.
- Typed
- Double spaced
- 12 pt. font, Times Roman
- ¾ inch to 1 inch margins (nothing bigger or smaller)
- pages numbered
- stapled in upper left hand corner
- No excessive information on the first page, or excessive spacing around the title. All I need is your name, EDCI 285, and the title of the assignment from the syllabus.
- Checked for spelling and grammatical errors. Do not submit a paper without doing this.
- Bibliographies do not count towards the page total
- Do not submit first drafts. First drafts are bound to need revision, and unless you are Hemingway, you will not do well if you turn in a first draft (if you are Hemingway, let me know please!). If you are interested in forming a writing support group with others in the class, let me know and I will facilitate it.

Review the above before submitting all work

Assignments

Attendance and Participation	200 points	semester
Quizzes and Homework	150 points	semester
Reflection Paper *	100 points	to be determined by instructor
Media Analysis Paper	100 points	To be determined by instructor
Final essay*	200 points	to be determined by instructor
Presentation (group or individual)	100 points	to be determined by instructor
Blackboard posting	150 points	semester
TOTAL	1000 points	

* http://www.edci.purdue.edu/misc/TaskStream_info.pdf The TaskStream eportfolio assignment must be completed in order to pass the course. Failure to satisfactorily complete this assignment results in an "F" in the course and the inability to continue in the teacher education program. All blocks in the Purdue teacher education program use TaskStream's commercial electronic portfolio system for storage and assessment of eportfolio assignments. Students must purchase a software license to use TaskStream, a key component of coursework and licensure requirements.

For more information, please see the PDF document listed above, which provides includes a Q&A for students.

ELEMENTARY EDUCATION COURSE COMPETITION POLICY STATEMENT!

Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

If you have concerns about your grade:

- 1) Wait at least 24 hours before doing anything. The instructor is happy to meet with you to discuss your grade AFTER 24 hours have passed, and you have had time to reflect.
- 2) Write a paragraph that outlines where your instructor made a mistake in evaluating your work and make a case for why you deserve an increased grade.
- 3) Come into your instructor's office hours with your written case for a grade increase and the copy of the paper you turned into your instructor. Not a photocopy, not a printed out new paper, but the original paper.
- 4) In extenuating circumstances, grades may be appealed to the course coordinator. Note that the course coordinator will schedule a meeting between the course coordinator, the instructor, and the student.

Your final grade is determined the distribution chart shown below:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
970-1000	940-969	900-939	870-899	840-869	800-839	770-799	740-769	700-739	670-699	640-669	600-639	0-599

Descriptions of Course Assignments

Quizzes: Six times throughout the semester we will have quizzes that reflect the contents of the weekly readings. These will be unannounced. They are worth 30 points each. You are not able to make up a quiz if you are absent from class. You are allowed to drop your lowest quiz grade.

Reflection Paper. Due date TBA. 100 points

This paper requires you to attend an on or off-campus event sponsored by a U.S. minority group of which you are not a member OR an international organization/group of which you are not a member. You must choose an event that requires interaction—thus watching a movie is not acceptable. The minority group may be a racial minority group (African-American, Native American, Latino, or Asian-American), a religious minority group (Jewish, Muslim, Buddhist, Hindu, others with prior approval of the instructor), or a sexual orientation minority group (gay, lesbian, bisexual, or transgender). International organizations vary widely on-campus: the basic

criteria for international events is that you are NOT a member of that group (so if you just arrived here from Germany, going to an event sponsored by the German Student Association does not count), Variations on this assignment require the prior permission of the instructor. You MUST receive permission from your instructor before attending an event. *If you do not have the permission of the instructor before attending the event, you will receive zero credit. Permission will be granted or denied based on the goals and objectives of this course and the teacher preparation program at Purdue.* Instructors are also required to make sure that substantial numbers of students from this class are not attending a single event. Thus, do NOT plan to go with a large group from this class. You can attend by yourself or with, at most, one other person. Instructors will keep track of the events attended in this class and across sections, and permission WILL BE DENIED if there are too many students attending one event.

Remember, if you self-identify as a member of this group, you must choose another event. Remember, too, that you cannot control who shows up for the event. So if you attend an event sponsored by an African-American group (e.g., the Black Cultural Center), and most of the people there are not African-American, don't worry about it. You are concerned with who is sponsoring the event.

Required Guidelines:

- You need to choose an event that is open to the public and/or at which outsiders are welcome. Be particularly careful and cautious around religious observations. Do not just barge in—call and ask first if individuals from other faiths are welcome. In most cases, you will be welcomed, and the host organization might even provide you with an escort/host, enhancing your experience.
- Never pretend to be a member of that group. If asked, identify yourself and why you are there. Again, most people are welcoming, but they don't want to be deceived
- You may attend this event with, at maximum, one other person, from this class or another friend. You are not to attend any event with more than one other person.
- You must be respectful at all times. Do NOT take notes in public, or do anything else except pay attention to what is going on, how you are feeling, and what you are thinking. You should find a quiet place immediately after you leave to take notes. Stop in a coffee shop, the library, or go home immediately.
- Your obligation for this class is to remain at the event for 1 ½ hours. If the event goes on longer than that, you can stay or leave. HOWEVER, you CANNOT leave after 1 ½ hours if it would be disrespectful to do so. You must wait for an appropriate break, for others to leave, or for the event to finish before you can leave. Thus, DO NOT have any other plans or obligations immediately afterwards, in case you must stay a bit longer.
- You of course must pay all admission fees, etc. So plan ahead and plan accordingly. There are many, many free events on-campus, but your options will be more limited if you leave this assignment for the last possible moment.
- Note that all of the above are requirements of the assignment-not suggestions. Thus you must follow all of the above guidelines.
- Review the guidelines on academic misconduct

Your paper should include: 1.) a description of the event you attended; 2.) your reactions/feelings/thoughts about the event and 3.) how you would connect your

experiences/reflections/thoughts to the readings and discussions we have had in class thus far. *You must refer to specific readings and specific class conversations/exercises.*

If your event was publicly advertised, you should include a copy of that advertisement stapled to the back of your paper. If it was not publicly advertised, you should include a short paragraph that describes the date, time, and location of the event, and how you heard about it.

Your final paper should be 3 pages, following all paper guidelines. Remember that every paper needs a short introduction and conclusion.

This paper is a required e-portfolio artifact to be submitted to TaskStream. Guidelines for submission will be discussed in class.

Media Analysis Paper. 100 points. Due date TBD.

Choose one episode of a television show for analysis. Examine media portrayals of at least two social identities in this television show (race, gender, class, sexual orientation, national/international identity). Include analysis of the commercials during the show, and how they interact with/contradict the portrayals in the show.

Your paper should include:

- a brief summary of the television show, including the characters and issues you plan to focus on (and why)
- A discussion of the social identities you are analyzing, including discussion of what the images/portrayal teach us about diversity. Refer to class readings, videos, and discussions in your analysis.
- An analysis of the lifestyle portrayed in the show: who/what is present in the show, and who/what is absent? Refer to class readings, videos, and discussions in your analysis.
- A discussion of what you would perceive as the demographic/audience for the show, and the relationship between the show and the advertisements.

Your final paper should be a minimum of 3 pages, following all paper guidelines. Remember that every paper needs a short introduction and conclusion.

This paper is a required e-portfolio artifact to be submitted to TaskStream. Guidelines for submission will be discussed in class.

Blackboard site. Semester 150 points.

You are responsible for posting a minimum of 2 (but not limited to 2) reflective responses. The first response must be YOUR original reflection. The other reflective responses should include your views on your classmates' reflections. On Friday of each week, I will post a question for you to respond to and relate it to the class discussions and readings. You MUST respond to this question no later than the following Tuesday by noon. I will review the Blackboard site for timeliness. Your response should be a full page response. Please bring your hard copy response to class. Your response to your classmates' comments should be submitted to Blackboard no later than Midnight on Wednesday before class on Thursday.

Note that spelling and grammar are part of the grade of all written work in this course.

HOW SHOULD I RESPOND TO THE BLACKBOARD POSTINGS?

First, briefly summarize the **important** points of the readings. Consider what contribution the reading has to make to course discussions in particular and education in general. Second, explore the **significance** of the ideas you must provide support for why you think a particular idea is important, unimportant, and so on. Use your critical thinking skills. Lastly, **integrate** the important ideas into your thoughts on education. You will be graded on the depth of your discussion, and the originality of your thoughts and the questions/ideas you raise. In other words, you need to write your posting **WITHOUT** reading those of your classmates. If you simply refer to someone else's posting, use their analysis, or show no evidence of having actually done and thought about the readings yourself, then you will not receive credit for this assignment. You should read others' postings **AFTER** the deadline.

Participation Rubric

Full participation means that you address questions and raise queries in whole class and small group sessions.

<110	110-119	120-129	130-139	140-150
Rarely contributes to conversations in class. Student is more passively involved.	Expresses ideas on occasion but does not make an attempt to remain actively involved in advancing peers' thinking and learning. Volunteers to make connections on rare occasions.	Makes a conscious effort to be involved in conversations and discussions in each class session where there is opportunity to do so. Talk includes frequent expression of ideas and connections. Active involvement encourages other students' thinking and new learning.	Engages others in class conversations and learning talk. Makes connections that are clear and notable on many occasions. Contributions are meaningful and connect other students' ideas, text connections, and related learning. Uses opportunities for thinking and begins to generate questions for active knowledge construction.	Student always contributes to class discussions and attempts to enhance conversations by contributing to important new and deep level learning, to text connections and to understanding related field experiences. At this level, the student is articulate and fully engaged. Uses multiple opportunities for thinking aloud and along with others and generating questions for further learning.

Weekly Syllabus

Week I: Week of August 24, 2009 - Introduction and Overview

Readings Due: None

Assignments Due: None

In class: Introductory activities, review INTASC standards (Textbook, Chapter 1), collect student information, discuss syllabus, goals, and class norms

Week 2: Week of August 31, 2009 - Critical Thinking and Multicultural Education

Readings Due: The Lottery (Textbook, Chapter 2); The Selling of Lifestyles (Textbook, Chapter 3))

Assignments Due: Blackboard Posting

Concept of the Week: Critical Thinking

Week 3: Week of September 7, 2009 - Why Do we Need Multicultural Education: Historical Perspectives on the Common School and Democracy: (1790-1900)

Readings Due: *School*, pp. 11-60

Assignment Due: Blackboard posting

Concepts of the Week: common school, democracy

Week 4: Week of September 14, 2009 - Why Do we Need Multicultural Education: Historical Perspectives on the Era of White Immigration, Assimilation, and Inequality (1900-1950)

Readings Due: *School*, pp. 72-119; No Brain is Racial (Textbook, chapter 4).

Assignment Due: Blackboard posting

Concepts of the week: social construction, assimilation

Week 5: Week of September 21, 2009 -Why Do We Need Multicultural Education: Historical Perspectives on “Separate but Equal”

Readings Due: *School*, pp. 131-170, Grant and Sleeter, pp. 53-59; “Does My Town Have a Racist Past? (Textbook, Chapter 5). .

Assignment Due: Blackboard posting

Concepts of the week: equality and equity.

Week 6: Week of September 28, 2009 -Continuity and Change: Why do we still need multicultural education?

Readings Due: Cycle of Socialization (Textbook, Chapter 6), Spheres of Influence (Textbook, Chapter 7); Grant and Sleeter, pp. 9 (bottom of page)-17.

Assignment Due: Blackboard posting

Concept of the week: cycle of socialization

Week 7: Week of October 5, 2009 -The Dynamics of Identity and Socialization: Reflecting on American Identity

Readings Due: Body Ritual among the Nacirema (Textbook, Chapter 8); The Tiniest Trash Bin (Textbook, Chapter 9); I Didn’t Know There Were Cities in Africa (Textbook, Chapter 10).

Assignment Due: Blackboard posting

Concept of the week: ethnocentrism

Week 8: Week of October 12, 2009 -Continuity and Change: The continuing significance of gender in education

Readings Due: “Title IX“(Textbook, Chapter 11); Group Working for True Equality for Girls in Sports (Textbook, Chapter 12); “Girls, Worms, and Body Image” (Textbook, Chapter 13).

Assignment Due: Blackboard posting

Concept of the week: cycle of socialization

Week 9: Week of October 19, 2009 -Continuity and Change: The continuing significance of race in education

Readings Due: Grant and Sleeter, pp. 106-117 (Building Block 7 “Evaluating Images of Groups in Your Curriculum,” (Textbook, Chapter 14); Children’s Responses to Race” (Textbook, Chapter 15).

Assignment Due: Blackboard posting

Concept of the week: stereotypes

Week 10: Week of October 26, 2009 - Continuity and Change: The continuing significance of class in education

Readings Due: Grant and Sleeter, 62-74; “Media Magic”(Textbook, Chapter 16); “Appendix 13A: Class Background Inventory” (Textbook, Chapter 17).

Assignment Due: Blackboard posting

Concepts of the week: Institutional structure, personal agency

Week 11: Week of November 2, 2009 - New Dynamics: Families and Sexualities

Readings Due: “Death by Bullying” (Textbook, Chapter 18); “Outside the Arc” (Textbook, Chapter 19); “The American Gay Rights Movement: A Timeline” (Textbook, Chapter 20)

Assignment Due: Blackboard posting

Concept of the week: Family

Week 12: Week of November 9, 2009 -New Dynamics: Immigration and Changing Demographics

Readings Due: “Immigrants Take American Jobs (Textbook, Chapter 21); “Immigrants Don’t Pay Taxes (Textbook, Chapter 22); “The Rules Apply to Everyone...” (Textbook, Chapter 23); “Latino Immigrants Found Grasping English” (Textbook, Chapter 24).

Assignment Due: Blackboard posting

Concept of the week: Immigration

Week 13: Week of November 16, 2009 - Working with Students Towards Achievement and Equity: Looking at the Impact of My Identities and Background

Readings Due: Grant and Sleeter, pp. 123-140; “How School Taught Me I Was Poor, (Textbook, pp. Chapter 115); “Because I had a Turban” (Textbook, chapter 26).

Assignment Due: Blackboard posting

Concepts of the week: privilege, cultural knowledge, cultural capital

Week of November 23, 2009 – Thanksgiving Break – No class

Week 14: Week of November 30, 2009 -Working with Students Towards Achievement and Equity: The Media Context

Readings Due: “Six Going on Sixteen” (Textbook, Chapter 27); “When You Wish Upon a Star” (Textbook, 137).

Assignment Due: Blackboard posting, Media Analysis Project

Concepts of the week: cultural knowledge, popular culture

Week 15: Week of December 7, 2009 - Working with Students Towards Achievement and Equity: The Context of Family and Community

Readings Due: Grant and Sleeter, 154-158; “We Must Act as If all the Children are Ours“ (Textbook, chapter 29); “School as a Social System “ (Textbook, Chapter 30); Questioning ‘Cultural’ Explanations of Classroom Behaviors” (Textbook, Chapter 31).

Assignment Due: Blackboard posting

Concept of the week: school as a social system

EXPECTATIONS

I expect that you:

- Will do the readings before class
- Will be prepared psychologically to participate in class—that you will be “present”
- Will treat the instructor and your classmates with respect and courtesy
- Will listen when your classmates are speaking. Hands should not be raised while someone else is speaking. Listen to your classmates, then respond.
- Will participate fully in class discussions
- Will pay attention during the screening of videos, class presentations, and instructor lectures
- Will be on-time for class
- Will let me know if you have a tight schedule before this class, and anticipate arriving late more than once during the semester
- Will consult the syllabus regularly
- Will be familiar with this syllabus, and follow the principles, policies, and guidelines discussed here
- Will consult the syllabus before you ask me questions that are answered in the syllabus

- Will come to my office hours or make an appointment to see me immediately when you have a question or problem
- Will be courteous and professional in all interactions with myself and your classmates, even when we disagree
- Will keep this class in reasonable perspective. A crisis is a death in your immediate family, an accident, a flood, or a UFO landing on your house. A late paper, or not doing the reading for one class, is not a crisis. Yes, you will lose points for lateness, and yes, the one day you don't do the reading, there may be a quiz. There is no reason to be incredibly upset about this situation---such things happen to everyone as you go through life. Learn to differentiate between a problem that must be solved, and a crisis. What you should do: 1.) look at your schedule and work habits, and assess why you could not complete the work on time; 2.) make changes as necessary and 3.) move on and refocus on what you can do from this point forward

You can expect that I:

- Will treat you with courtesy and respect, and as a future colleague
- Will require that you think, reflect, and analyze during EVERY class
- Will require that you participate in some way during EVERY class
- Will not let you hide in the back corner of the class
- Will design activities that require active learning in every class
- Will respond as quickly as possible to e-mails and phone calls
- Will grade and return assignments as quickly as possible
- Will grade fairly
- Will not lecture, except on the rare occasion: the governing metaphor in this class is “student as worker”
- Will expect and enforce high quality standards in your oral and written communication.

How to Purchase Your Coursepack:

Students order online at www.universityreaders.com and follow these exact steps:

1. Click the white "[STUDENTS BUY HERE](#)" button on the top right corner of our home page.
2. Click the "Create New Account" button (or enter your existing login information and skip to step 7)
3. Select your State from the dropdown menu.
4. Select your University from the resulting dropdown menu.
5. Enter the fields on the page such as a "login/password" you'd like to use and all applicable "address" info.
6. Click the "Save" button to create your account, and you'll automatically be taken to your university page.
7. At your university page, click the "Add to Cart" button to the right of the course pack you want to purchase.
8. Click on the "Checkout" button on the next page.
9. Review your address info and click on the "Continue" button on the next page.

- 10.** Review our service agreement page and click the "I Agree – Continue Checkout" button on the next page.
- 11.** Select shipping and payment preferences from the dropdown menus. Click the "Continue" button.
- 12.** Enter payment details and click the "Place Order" button to finalize your order. The authorization can take 5-10 seconds. You'll be prompted with an Invoice screen once your order has been authorized and completed. You will also receive confirmation via email regarding your order.

Please direct all ordering questions to orders@universityreaders.com or call 800.200.3908.
Thanks!

Thanks to Steven Clark for his assistance with this syllabus.