EDUC 6661: A Behavioral Science: The Multicultural Classroom

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Course Description: This course examines the historical and contemporary goals, assumptions and strategies of multicultural education. This course prepares teachers to effectively apply theories of equity to their pedagogy by familiarizing them with the dynamics of oppression in society. Through cognitive and affective approaches and simulations, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners. These outcomes will be viewed within the socio-political and historical context of the United States’ educational system. Students will explore and learn about approaches to developing cultural relevant pedagogy. Students will add to their existing multimedia resource file materials (e.g. books, websites, videos, activities) necessary for the effective implementation of an equitable system of teaching that is affirming for all students.
COURSE STANDARDS

**Standard One: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.  
1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9

**Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.  
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

**Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching. 3.1-3.10

**Standard Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

**Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. 5.1, 5.2

**Standard Six: Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. 6.2, 6.5, 6.6, 6.8, 6.10

**Standard Eight: Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. 8.1- 8.8

**Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. 9.1 - 9.7

**Standard Ten: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. 10.1 - 10.4

**Standard Eleven: Professional Responsibility.** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.
SAMMARTINO SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.

SOE’S TEAC CLAIMS & CONCEPTUAL FRAMEWORK

TEAC Claims
School of Education Teacher Candidates are:

• Qualified to teach subject matter knowledge.
• Competent in pedagogical knowledge.
• Caring.

School of Education Conceptual Framework
Teacher as Leader
1. Enable candidates to respond to challenges and demands in an ever-changing educational, social and political environment.
2. Educational leadership occurs in the classroom, school, and community as a whole.
3. Act in an ethical, legal, responsible and moral manner within the community despite pressures, challenges and obstacles
4. Being advocates for students
5. Staying abreast of new strategies, practices, mandates, technologies

COURSE OBJECTIVES

The successful student in this course will:

1. Develop and demonstrate the ability to be introspective and view reality from multiple perspectives including your own.
2. Identify dynamics and effects of personal, cultural and institutional oppression on individuals and groups.
3. Understand and apply concepts related to social identity development and how it impacts the learning process.
4. Recognize and resist bias to counter bullying in the classroom and schools.
5. Understand and write about the way in which different ethnic and racial groups have been oppressed in relation to education, throughout US History and how this process continues today.
6. Develop and demonstrate a functional understanding of the field of multicultural education and its evolutionary nature.
7. Understand the interplay among the culture of the communities, families, and schools and which can help form school-community partnerships.
8. Apply a critical analysis to all literature.
9. Use technological and conventional strategies and create lesson plans use culturally relevant pedagogy.
**WHY I BELIEVE IN THIS COURSE:**
I believe that when teaching from a social justice and multicultural education perspective the following are possible:

1. We can help increase students’ self-esteem.
2. Students may get the truth – which they deserve.
3. Students engage in an education that relates to their life experience.
4. We can increase academic achievement.

**Modes of Instruction:**
Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- Presentations
- Class Discussions (active involvement by all students through the consideration and posing questions that provoke critical thinking and thoughtful dialogue);
- Cooperative learning (small group structure emphasizing learning from and with others);
- Collaborative learning (heterogeneous groups in an interdisciplinary context); and
- Self-guided learning.

**REQUIRED TEXTS:**


Readings denoted by * available on Blackboard

**INTRODUCTION/CONCEPTUAL FRAMEWORK**

**Week 1**
- Introduction and Overview of the course
- Nieto Chapter 9*

**GENDER AND SEXUAL ORIENTATION ISSUES IN EDUCATION**

**Week 2**
- Girls Worms and Body Image*
- Conceptual Foundations* p. 16-23 (top)
- Tatum Chap 1*
- Where I’m from Poem Activity*

*Further reading:*
- A synthesis of scholarship in Multicultural Education
http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gay.htm

Week 3  
9/13
White Privilege: Unpacking the Knapsack*
The Misuse of Race in Medical Diagnosis  
http://www.pbs.org/race/000_General/000_00-Home.htm
Discovering Columbus: Rereading the past*
Columbus and Native Issues in the Elementary School Classroom*
What does an Ally Do?*

Week 4
9/20  
The Bible and Homosexuality: An Introduction*
http://www.religioustolerance.org/hom_bibi.htm*
A Mother Speaks Out*
Teaching the Whole Story*
How Homophobia hurts everyone*

Further Reading:
Gay Issues, Schools, and the Right-Wing Backlash
http://www.rethinkingschools.org/archive/11_03/rofes.shtml
Just the Facts about Sexual Orientation & Youth

RACE IN SCHOOLS, SOCIETY AND HISTORICAL CONTEXT

Week 5  Deculturalization and the Struggle for Equality  Due: Deculturalization Paper  
9/27  Chapters:

Week 6  Deculturalization Chap:
10/4

SOCIAL/RACIAL, ETHNIC IDENTITY DEVELOPMENT AND ITS IMPACT ON THE LEARNING PROCESS / ACHIEVEMENT GAP

Week 7  Tatum, Chapter 2, 3,4,5  
10/11

Week 8  Tatum Chapter 6, 7  
10/18
I’m not white*
Decoding the Dominance paradigm*

Further Reading:
White means never having to say you are ethnic*
Can racial identity be promotive of academic efficacy?*
ELL STUDENTS/IMMIGRANT COMMUNITIES AND ACADEMIC ACHIEVEMENT/ACHIEVEMENT GAP

Week 9
10/25
Nieto Chapter 5*
New Roots, Neha’s Case Study*

Further Reading:
What’s in a name?*
Language and ethnic identity*

RELIGION IN SCHOOLS AND SOCIETY

Week 10
11/1
A Teacher’s guide to religion in public schools*
New Roots, Chapter 5 & Salim’s Case Study*

Further Reading:
How religion may be taught legally in the US
http://www.religioustolerance.org/ps_bibl1.htm
Separation of Church and State Issues
http://www.religioustolerance.org/const_am.htm

BIRACIAL AND MULTIRACIAL STUDENT AND EDUCATION

Week 11
11/8
History of Mixed Race in the US – An Interactive Timeline BROWSE
http://thenewvoters.news21.com/mixedrace/timeline

Tatum Chapter 7
50 Experiences of Mixed Race People *
Legal Map for Interracial Relationship – Interactive BROWSE
http://www.lovingday.org/legal-map
WATCH ABC News Report on Loving V. Virginia
http://abcnews.go.com/Video/playerIndex?id=3278653

Further Reading:
Biracial and Multiracial Situational Identity*

CRITICAL PEDAGOGY & CURRICULUM TOPICS

Week 12
11/15
The School Experience for the English Learner*
Manuel Gomes Case Study*
Preparing Culturally Responsive Teachers: Rethinking the Curriculum*
Week 13
11/29
Due: Analysis of Children’s Book
Go to: http://www.tolerance.org/tdsi/tools Read Primer on Culturally Relevant Pedagogy You will need to join the website.
Discovering the Truth about Helen Keller*
Myths, Maps and Representation *
Home buying while Black or brown*

Week 14
12/6
Re-read Nieto Chapter 9*
Due: Re-visiting Lesson Plans.
Read Immigration Book (Scholastic)* and think about how you would teach this book keeping in mind culturally relevant pedagogy and mced.

For further reading:
My Eyes have been opened: White Teachers and Racial Awareness*

CRITICAL PEDAGOGY & CURRICULUM TOPICS: ELL STUDENTS AND ACADEMICS

Week 15
12/13
The School Experience for the English Learner*
Manuel Gomes Case Study*
Bias in Children’s Movies *

****REQUIRED NOVELL AND WEBCAMPUS ACCOUNTS

You are required to have a FDU (Novell) account for full participation in this course. Emails from the Professor to students will ONLY be sent to FDU email accounts.
 COURSE ASSIGNMENTS & PERFORMANCE TASKS 

DEPARTMENT REQUIREMENTS:
1) Written assignments will serve as writing samples. Inadequacies will be reported to the Academic Review Committee with a referral to a writing lab and the Learning Center if necessary.
2) Attendance in class: More than two (2) excused absences will result in the lowering of the final grade by one interval.

COURSE REQUIREMENTS:

ATTENDANCE & PARTICIPATION (15%)
Each member of the class shares the responsibility for creating a positive and challenging learning environment. Preparation, participation, and respect for the ideas of others will allow for in-depth exploration of complex issues from multiple perspectives. The comments, questions and insights of each student are needed to enhance the learning of all students.

Different types of assignments will be given each week to help you synthesize the readings with your own experiences. Sometimes you will be given questions for critical reflection to prepare in advance of the next session. Other weeks, you will be presented with questions upon arriving in class and given time to think and synthesize concepts from the reading. Students are expected to participate responsibly in the class discussions. Oral contributions in the course will be judged according to the following criteria:

➢ the degree to which they manifest genuine interest in, and understanding of, the material being discussed;
➢ the degree to which they succeed in advancing the discussion by responding meaningfully to what others have said; and
➢ the degree to which they articulate coherent, interesting, thoughtful, plausible, and original claims, questions, and arguments.

The approaches used for this class require active participation and demonstrated readiness to participate. The sensitive nature topics we discuss necessitate an atmosphere of mutual respect and tolerance needed to create trust.

Students are expected to attend all class sessions and be on time. Being late to class will lower your grade. Should an emergency arise (illness, accidents, etc.) that prevents you from attending a session, it is your responsibility to contact the professor. Class time provides opportunity for interaction and collaboration that cannot be easily “made up” in other ways. If an absence should become unavoidable, your responsibilities include the following:

➢ Inform me ASAP.
➢ Arrange for a peer to obtain hand-outs, announcements, notes etc. from class. Check with your peer, prior to the next class session. “I wasn’t in class…” does not fly.
➢ Arrange for assignments to be turned in on the due date.
**Participation** = willing to answer questions, contributes positively to class discussions, cooperates with instructor and students in class presentations and activities;  
**Attitude** = respects classmates, professors and guests, places high value on learning; makes honest effort to understand issues and the viewpoints of others;  
**Readiness** = is prepared to start class at the scheduled time; reads course outline, readings, assignment instructions, knows due dates. Points awarded at discretion of instructor.

Ongoing contributions:  
This class is designed as a graduate seminar. In order to maintain the dialogic quality of a seminar, students need to be willing to do the following:  
- come to class prepared to discuss the assigned readings  
- make meaningful (and concise) contributions to class discussions  
- participate in class discussions without dominating them  
- actively elicit the participation of students who are silent/ silenced  
- consciously contribute to a climate that is welcoming of diverse perspectives  
- be open and willing to challenge one's own assumptions and perspectives  
- be present physically and intellectually throughout the class (see attendance policy)

**PERFORMANCE TASK 1: SHORT PAPER : CRITICAL INCIDENT (10%)**

- Think about one agent and one target identity  
- Respond to statements on handout when applicable – you might not have an experience that relates to every statement- this is ok.  
- You are expected to compose an essay – don’t just answer by number. Paper length 3-5 pages.

**PERFORMANCE TASK 2: SHORT PAPER ON DECULTURALIZATION (15%)**

- Summarize how Joel Spring develops the concepts of *deculturalization, segregation, resistance*, and *political activism* with the different ethnic racial groups discussed in the book.  
- Paper Length 4-6pages.

This task meets NJPST # 1.1, 1.2, 1.7, 1.8, 3.45.1, 5.2, 8.2, 8.4  
This task addresses NJCCS: Social Studies 6.2 A, B, D; 6.4 A, B, E, F, G, H, I, J, K, L; 6.5B

**PERFORMANCE TASK 3: FAMILY & COMMUNITY MINI-PROJECT (5%)**

See Handout for more information. 2pages maximum.  
This task meets NJPST # 3.8, 8.2, 8.4, 9.1- 9.8

**PERFORMANCE TASK 4: CRITIQUE OF CHILDREN’S BOOKS (5%)**

- Choose 2 children's books and analyze them comprehensively for Sexism and Racism according to the guidelines set forth in the handout from *Rethinking Our Classrooms*.  
- Also analyze the books for other isms also and list the guidelines you chose to use. Be prepared to share your findings in class during the second weekend.  
- **Suggestion:** Bring in an index card/paper with bullet points that you will discuss with your colleagues.  

This task meets NJPST # 3.2, 3.4, 3.6; 4.3.4.5, 4.6, 4.8
**Performance Task 5: Revising Existing Lesson Plans (10%)**

See Handout for more information.

**Performance Task 6: Seminar (Small Group) Presentation (20%) Dates differ.**

Students will lead seminar style, part of one course session.

*Leading Discussions and Activities.*

As the discussion leader(s), you should be prepared to *engage* your classmates in a discussion of the assigned readings. The Seminar group will have 1 hour to teach/facilitate the class. You will create a design for the 1 hour –which combines content and process. Each group will meet with Professor Joshi to discuss the design and get approval.

**Performance Task 7: Learning/Reflection Log and Presentation on Resources (20%)**

Keep a journal/log of your learnings and observations relative to the course. Note items in the readings, class lectures or discussions, audio-visuals, and other experiences that strike you. You will be keeping a compilation of class notes or ”interesting“ ideas in the readings and from our discussions in class. In particular, note the implications of various theoretical approaches in the readings to those experiences or your own life experiences.

Distilling things down, you want to keep track of the following after every class session:

- **Principle** – Big ideas about the readings and/or class session
- **Strategy** – you find compelling, found in readings or in class
- **Try Tomorrow** – what action, specific solutions, could I actually imagine trying tomorrow in my own classroom or school – and what minefields might I encounter if I did this.

Learning Log - Based on your weekly notes, you will submit a 5-7 page Log (double-spaced). If your write neatly, you might be able to submit your notes as you write them. It should include references to at least 7 readings. It should also include citations and a bibliography (approximately 10 references*) in APA format. *Excludes Spring Book, Race Video, and It’s Elementary.

Your presentation (10minutes) will contain resources you found that you will incorporate into your future teaching (some activities from our class and some that are new). Think about which specific concepts do you want to incorporate into your teaching. Identify the concepts, methods and strategies that you plan to incorporate in your teaching practice.

Include your final Learning Goals and Daily Log with your Learning Report.

DUE: DEC 15.

**Important:**

*On Writing*: Papers are electronically typed, double-spaced, and must have page numbers (generated by the word-processor e.g., Microsoft Word being used). Use: 1) 12 pitch fonts; 2) Font style: Times New Roman or Palatino 3) **ONLY** use the American Psychological Association (APA) formatting guidelines for citations, references or bibliography. Please inform the professor of any problems with writing that I
should know about. I am committed to the principles espoused throughout this course. To this end I would like to respond to individual learning styles and learning issues as soon and as much as possible. I will read and provide feedback on drafts. I do not allow re-writes. Papers must be submitted as a PDF document. Email papers to: XXXXX

Good Reference for APA Formatting:
http://owl.english.purdue.edu/handouts/research/r_apa.html

Don’t worry about the information under “General Format.” The information on in-text citations and creating a bibliography are the important components.

On Extensions: I know life happens. If something arises let me know, asap! I can be very flexible when a student is responsible and contacts me ahead of time letting me know something has come up. I know last-minute emergencies also arise – although for one’s grade to not to be impacted, I will require official documentation, from your boss if it work-related, medical personnel, etc. You get the idea. If you come request an extension at the last minute, you will need official documentation, otherwise, your grade will be impacted.

On Wikipedia: Do not Use Wikipedia as a source - Wikipedia’s founder, Jimmy Wales, says he wants to get the message out to college students that they shouldn’t use it for class projects or serious research. “For God sake, you’re in college; don’t cite the encyclopedia.” It is not always a definitive source. “It is pretty good, but you have to be careful with it,” he said. “It’s good enough knowledge, depending on what your purpose is.”

I do NOT allow Re-writes.

On anything else you have questions about: Ask me.

1 http://chronicle.com/wiredcampus/article/1328/
UNIVERSITY, DEPARTMENT, AND INSTRUCTOR POLICIES

I. Attendance

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

A. Khyati Joshi’s attendance Policy for this class:

1. Attendance is required in all our classes.
2. 1 unexcused absence, grade drops by a ¼ of a letter grade.
3. 2 unexcused absences, grade drops by 1 full letter grade.
4. 3 unexcused the student fails or withdraws from the class.

B. For excused or unexcused absences, students must make-up the work they missed in class. Also for excused absences, you need to inform Professor Joshi, before the class you will miss (when possible).

C. H1N1 – U.S. Public health officials and the President Adams have requested that professors do not require documentation for missing the class in case you contract H1N1 or appear to have flu-like symptoms. If you are experiencing flu-like symptoms, do not come to class. You are still required to be responsible graduate students and inform the professor immediately and you will need to make –up the work. Contingency plans have been made in case H1N1 impacts the class as a whole for the course work to be made-up with additional classes in the semester and/or utilizing Blackboard.

II. Academic integrity

A. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).

B. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

C. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

A. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
B. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed

C. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws

D. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material

E. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student’s temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester to complete the requirements. If the requirements have not been met with in the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU. 2002, p. 14)

F. Note: All graduate students are expected to maintain a GPA of 3.0 or better. The grade of “C-” in a graduate course is considered a failing grade.

IV. Grading policies

A. Graduate Programs – Grading and similar policies

1. Grades:

   a) Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

   b) Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   c) Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation

   a) The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
b) Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance, they will be asked to withdraw.

c) Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

d) A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

V. Student academic services

A. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

B. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

B. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VII. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VIII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

IX. Instructor Specific Policies

A. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.
B. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

1. Demonstration of an understanding of the theory and concepts related to the topics of the course
2. Demonstration of critical thinking
3. Sufficient and appropriate evidence to support one’s position
4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
5. Effective written and verbal communication skills which includes correct usage and expression

X. Disclaimer

A. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

B. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements, which might not grandfather a student.

XI. References
