

SOFD 328W: Schools for a Diverse and Democratic Society

Section : T/R (Porter)

Fall 2009

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Catalog Description: A study of the interactive relationship between schools and society, and the development of culturally responsible pedagogy. Special emphasis on educational equity and the theoretical foundations of multicultural education.

Writing Intensive Rationale: In SOFD 328W, EMU students develop critical reading, writing, and research strategies that are central to their effectiveness as future teachers. Writing is understood as a process of inquiry that is both flexible and self-reflective; writing is also viewed as a mode of communication demanded of teachers as citizens and professionals. Effective teachers shape their use of language to meet the expectations of different audiences; they also are fluent in the use of stylistic conventions used in the different genres of the field of education. Equally important, effective teachers know how to assess both the technical and substantive facets of their writing and the writing of others. SOFD 328W students develop these strategies throughout the course. Overall, they write weekly and produce at least 20-30 pages of polished, final-draft work during the course of the semester, including a final analytical essay assessed by a common rubric. Written and analytical work is supported and directed by frequent feedback from the instructor and peers.

Academic Service-Learning Rationale: Students are required to complete at least 20 hours of community service as a component of this course. Academic service-learning is a form of pedagogy that highlights the connection between theory and practice for greater academic engagement among students and, at the same time, provides a needed service for the community, thus forming a reciprocal relationship between students and community. By actually working in the community, the students will gain a concrete and deeper understanding of the themes of the course. While working in the community, a student *must* (at all times) be respectful of others (children, school officials, community workers, etc.) and their traditions, values, and ideas, even if they clash with or differ from those of the student.

Course Objectives: SOFD 328W seeks to foster caring professionals and effective classroom practitioners. To achieve this end, students need to: (1) use flexible writing strategies and various writing genres in the field of education to communicate clearly and effectively to different audiences; (2) articulate an informed and thoughtful position on the purpose of schools in a democratic and culturally diverse society; (3) critically reflect on the ethical dimensions of teaching; (4) understand the historical, economic, social, political, legal, and organizational contexts of schooling the United States; and (5) demonstrate an awareness of the need for teachers to become advocates for the welfare of all children and young adults in today's society.

The course is interdisciplinary, drawing primarily from anthropology, history, philosophy, sociology, and cultural studies, as these disciplines pertain to education. The course also is experiential, and the objectives of the course, therefore, will be met not only through “traditional” means (readings, discussions, etc.), but also by providing a needed service to the larger community.

Outcomes: Students will: (1) articulate an informed and thoughtful position on the purpose of schools in a diverse democracy; (2) communicate clearly and effectively in writing and speaking; (4) demonstrate critical listening and reading comprehension skills; (5) explain the historical, economic, social, political, legal, and organizational contexts of schooling in the U.S. Facilitated by the **academic service-learning component of the course**, students also will (6) critically reflect on the ethical dimensions of teaching and (7) demonstrate an awareness of the need for teachers to become advocates for the welfare of all children and young adults in today’s society.

Michigan Standards: SOFD 328W meets the following Professional Standards for Michigan Teachers: 1) Understand and respect varying points of view and the influence of one’s own and others’ ethics and values, 2) Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society, and 3) Synthesize a teacher’s role in a changing society with the evolution of educational foundations and policy perspectives.

Course Overview: This course begins as a survey of the development of public education in the United States from the common school era to the early decades of the twentieth century. This survey will examine all levels of American education and schooling and will emphasize the aims of public education in a diverse and democratic society. For comparative purposes, this historical survey also will explore the educational development of other regions and nations of the world.

As the survey begins to enter the twentieth century, the course will examine four broad themes: (1) American diversity; (2) educational reform; (3) ethics and education; and (4) democracy and education. These themes will be divided into issues that are significant to contemporary educational policy, such as bilingual education and school choice. The issues will be informed by the earlier survey of American education, but will also be examined philosophically, sociologically, anthropologically, and (through students’ community service) experientially. As with the historical survey, these issues will be explored in other national contexts. During the examination of these broad themes, special attention will be paid to the ways in which these issues are (and ought to be) dealt with in a diverse and democratic society.

This course employs an eclectic mix of pedagogical techniques and methods. Mini-lectures by the instructor will outline the general context of the periods and issues under examination. The common readings and class discussions (whole-class and small-group discussions) will flesh out the general outline provided by the instructor. Additionally, community-based service, which will be shared with the entire class, will provide a deeper understanding of the issues by experiencing the course themes first-hand. Moreover, the writing assignments will help students to grapple with these challenging issues in order to tentatively express their own perspectives and understandings of education, an education for a diverse and democratic society.

Course Readings

Required Texts

Michael Apple and James Beane, *Democratic Schools*, 2d ed.

David Nasaw, *Schooled to Order*.

Nel Noddings, *When School Reform Goes Wrong*.

Suggested Reference Text

Toby Fulwiler and Alan R. Hayakawa, *The Blair Handbook*.

Course Requirements

- 1) **Community Service, Reflective Journal, and Essays**: (200 points). Students are required to complete at least 20 hours of community service with the Bright Futures Program (or an alternate community-based program); see below for a description of these programs. After each day of service, students should write up a two-page journal entry reflecting on that day's experiences; these experiences will be shared orally with the entire class. Journals are due after the completion of the community service hours (100 points). In addition to the journal, students will write two essays (50 points each and related to two of three course themes: diversity, educational reform, and democratic/ethical dimensions of education) that link students' service experiences with the course readings and discussions. Essays should be about four pages in length and cited properly (with a bibliography—see the *Blair Handbook* for reference), using APA, MLA, or Chicago.
- 2) **Midterm Paper**: (150 points). For the midterm paper, students will answer two broad essay questions chosen by the instructor; each essay should be cited properly (with a bibliography—see the *Blair Handbook* for reference) and consist of three pages of polished text (six pages total). Students should study their lecture and discussion notes and revisit the course readings in order to prepare for this examination. See the course outline for the due date.
- 3) **Research Paper**: (150 points). Instead of a final examination, students will write a seven-page research paper on a topic of their own choosing (approved by the instructor, however). Research papers should draw on the relevant required readings, students' service experiences, and at least three outside journal articles; one of the articles should explore the historical dimensions of the topic. Research papers should be cited properly (with a bibliography—see the *Blair Handbook* for reference), using APA, MLA, or Chicago. See the course outline for the due date.
- 4) **Purposes of Education Essays**: (100 points; 25 and 75 points, respectively). At the beginning of the semester, students will be required to write a short, two-page essay about the purposes of education in a diverse and democratic society. At the end of the course, students will revise and expand the essay in light of their new understandings of these purposes and their service experiences; the end-of-semester essay should be

properly cited (with a bibliography—see the *Blair Handbook* for reference). See the course outline for due dates.

- 5) **Class Discussion:** (100 points). Students' class-discussion grade will be determined by their active participation and attendance (50 points) and by their course reading reflections (50 points), which will facilitate class discussion; for each course reading, students will, in their journals, paraphrase the central idea(s) of the reading and make note of something they found of interest or concern. Because the success of SOFD 328 depends on student participation, regular attendance is mandatory. After two absences, students' discussion grade will be lowered by five points with each additional absence.
- 6) **Extra Credit:** (15 points; 5 points each). During the semester, students will have six extra-credit opportunities, from which students may choose three options. The opportunities consist of reading additional essays and/or viewing films. After carefully reading or viewing the essay or film, students will write a short, polished, and properly cited summary/review. See the course outline for the dates of the extra-credit options.

Grading

“A” papers are complete, thoughtful, and creative, with excellent analysis and writing.

“B” papers demonstrate a good understanding of the ideas, with above average analysis and writing.

“C+” and “C” papers demonstrate an acceptable understanding of the ideas, with some underdeveloped areas and substantial writing problems.

“C-” and “D” papers do not demonstrate a satisfactory level of understanding.

“E” papers are unacceptable, both in content and writing.

1. Service Learning	200
2. Midterm Paper	150
3. Research Paper	150
4. Purposes of Ed.	100
4. Class Discussion	100
Total points	700

Percentage scale (earned points / 700 = %)

93 - 100 = A	73 - 77 = C
90 - 92 = A-	70 - 72 = C-
88 - 89 = B+	68 - 69 = D+
83 - 87 = B	63 - 67 = D
80 - 82 = B-	60 - 62 = D-
78 - 79 = C+	0 - 59 = E

Course Outline

Introduction

Week 1 (September 10)

R: Introduction to SOFD 328W.

The Common School and Nineteenth-Century America

Week 2 (September 15, 17)

T: **Purposes of Education Essay Due.** Nasaw, chapters 2-3; Mann, e-reserve.

R: Nasaw, chapters 4-5; Board of National Public Education, e-reserve; Roper, e-reserve.

Further Reading: Jonathan Messerli, *Horace Mann*; Horatio Alger, *Ragged Dick*; Edward Eggleston, *The Hoosier School-Master*; William J. Reese, *The Origins of the American High School*; Michael Katz, *The Irony of Early School Reform*; Maris A. Vinovskis, *The Origins of Public High Schools: A Reexamination of the Beverly High School Controversy*; Michel Foucault, *Discipline and Punish*; Ruth Miller Elson, *Guardians of Tradition*; Joseph Hawes, *Children in Urban Society*; Carl Kaestle, *Pillars of the Republic*; Elliot West, *Growing Up with the Country*; Donald Warren, *To Enforce Education*; Barbara Beatty, *Preschool Education in America*; Kathryn Kish Sklar, *Catherine Beecher*; Selwyn Troen, *The Public and the Schools*; Jurgen Herbst, *And Sadly Teach*.

Progressive Education

Week 3 (September 22, 24)

T: Nasaw, chapters 6-7; Storrow, e-reserve; Dewey, e-reserve.

R: Nasaw, chapters 8-9. **Extra Credit Due. Kaestle, e-reserve.**

Further Reading: Lawrence Veysey, *The Emergence of the American University*; Ngugi Wa Thiong'o, *The River Between*; Lawrence Cremin, *The Transformation of the School*; Herbert M. Kliebard, *Schooled to Work*; Wayne Urban, *Why Teachers Organized*; Paul C. Mishler, *Raising Reds*; Patricia Ann Palmieri, *In Adamless Eden*; Barbara Miller Solomon, *In the Company of Educated Women*; David John Hogan, *Class and Reform*; Jane Addams, *Twenty Years at Hull House*; Jane Addams, *On Education*; Thomas Hine, *The Rise and Fall of the American Teenager*; Beth L. Bailey, *From Front Porch to Back Seat*; E. Thomas Ewing, *The Teachers of Stalinism*; Kate Rousmaniere, *City Teachers*; Paul C. Violas, *The Training of the Urban Working Class*; Joel Spring, *Education and the Rise of the Corporate State*; Clarence Karier et al., *Roots of Crisis*; David Tyack, *The One Best System*; Ellen Condliffe Lagemann, *Private Power for the Public Good*; Louis Menand, *The Metaphysical Club*; Viviana Zelizer, *Pricing the Priceless Child*; Steven Noll, *Feeble-Minded in Our Midst*; Jonathan Zimmerman, *Distilling Democracy*; George Counts, *Dare the School Build a New Social Order?*; John Dewey, *Experience and Education*; Barbara Beatty et al., *When Science Encounters the Child*.

Postwar Education

Week 4 (September 29, October 1)

T: Nasaw, chapters 10-11; NDEA, e-reserve. **Begin Service-Learning.**

R: Nasaw, chapter 12.

Further Reading: Arthur Bestor, *Educational Wastelands*; Hyman Rickover, *Education and Freedom*; George Counts, *The Challenge of Soviet Education*; Mary Anne Raywid, *The Ax-Grinders*; Lawrence Cremin, *Popular Education and Its Discontents*; Diane Ravitch, *The Troubled Crusade*; Joel Spring, *The Sorting Machine*; David Angus and Jeffery Mirel, *The Failed Promise of the American High School*; Richard Hofstadter, *Anti-Intellectualism in American Life*; Jonathan Zimmerman, *Whose America?*; Jonathan Zimmerman, *Innocents Abroad*; John W. Johnson, *The Struggle for Student Rights*; Christoph Führ, *The German Education System since 1945*; Beth Bailey, *Sex in the Heartland*; Frank McCourt, *Teacher Man*; John Holt, *How Children Fail*; Richard Neumann, *Sixties Legacy*; Ivan Illich, *Deschooling Society*; Paul Goodman, *Growing Up Absurd*; Paul Goodman, *Compulsory Mis-education*; David Tyack and Larry Cuban, *Tinkering Toward Utopia*; Christopher Lucas, *Teacher Education in America*; Geraldine Clifford and James Guthrie, *Ed School*; David Labaree, *The Trouble with Ed Schools*; Larry Cuban, *How Teachers Taught*; A. S. Neill, *Summerhill*; Charles Silberman, *Crisis in the Classroom*; Jeffrey Mirel, *The Rise and Fall of an Urban School System*; Lawrence Friedman, *Identity's Architect*.

American Diversity

Week 5 (October 6, 8)

T: **Midterm Essays Due.** Film: *In the White Man's Image*.

1. Race, Ethnicity, and Education

R: Kozol, e-reserve; *Brown v. Board of Education*, e-reserve. **Extra Credit Due. Film: *Rabbit-Proof Fence*.**

Further Reading: Joel Perlmann, *Ethnic Differences*; Noel Ignatiev, *How the Irish Became White*; Peter Irons, *Jim Crow's Children*; Booker T. Washington, *Up from Slavery*; W. E. B. DuBois, *The Souls of Black Folk*; Vanessa Siddle Walker, *Their Highest Potential*; James L. Leloudis, *Schooling the New South*; James D. Anderson, *The Education of Blacks in the South, 1860-1935*; Lisa Delpit, *Other People's Children*; Jay MacLeod, *Ain't No Makin' It*; Marcia Synott, *The Half-Opened Door*; Gregory Howard Williams, *Life on the Color Line*; Edwin Corle, *Fig Tree John*; Francis La Flesche, *The Middle Five*; Luther Standing Bear, *My People the Sioux*; Richard Henry Pratt, *Battlefield and Classroom*; David Adams, *Education for Extinction*; K. Tsianina Lomawaima and Teresa McCarty, *To Remain an Indian*; Jon Reyhner and Jeanne Eder, *American Indian Education*; Matthew Fletcher, *American Indian Education*; John Ogbu, *Minority Education and Caste*; John Ogbu, *Minority Status and Schooling*; John Ogbu, *Black American Students in an Affluent Suburb*; Eric Anderson and Alfred Moss, *Dangerous Donations*; Cornel West, *Race Matters*; Edward P. Jones, *The Known World*; Toni Morrison, *The Bluest Eye*; Ralph Ellison, *Invisible Man*; Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Kurt Vonnegut, *Hocus Pocus*; Forrest Carter, *The Education of Little Tree*; David Tyack, *Seeking Common Ground*; Victor Low, *The Unimpressible Race*.

Week 6 (October 13, 15)

2. Immigration, Language, and Education.

T: Nieto, e-reserve.

R: **Extra Credit Due. Ramsey, e-reserve.**

Further Reading: Leonard Covello, *The Heart Is the Teacher*; Mary Antin, *The Promised Land*; Selma Cantor Berrol, *Growing Up American*; Selma Berrol, *Immigrants at School*; Paula Fass, *Outside In*; Paula Fass, *Children of a New World*; Russell Kazal, *Becoming Old Stock*; Heinz Kloss, *The American Bilingual Tradition*; Richard Rodriguez, *Hunger for Memory*; James Crawford, *Bilingual Education*; James Crawford, *Hold Your Tongue*; Ray Rist, *Guestworkers in Germany*; Eva Hoffman, *Lost in Translation*; Laurie Olsen, *Made in America*; Carlos Kevin Blanton, *The Strange Career of Bilingual Education in Texas*; Guadalupe San Miguel, Jr., *Contested Policy*; Frances Esquibel Tywoniak, *Migrant Daughter*; Ruben Donato, *The Other Struggle for Equal Schools*; Eugene Garcia, *Teaching and Learning in Two Languages*; Lucy Tse, *Why Don't They Learn English?*; Shirley Brice Heath, *Way with Words*; John McWhorter, *Doing Our Own Thing*; Jhumpa Lahiri, *Interpreter of Maladies*.

Week 7 (October 20, 22)

3. Social Class and Education.

T: Brantlinger, e-reserve; Mendel-Reyes, e-reserve.

4. Religion, Sexual Orientation, Gender, and Education

R: Third Plenary Council, e-reserve; Riley, "Religious Expression," e-reserve; Sadker, Sadker, and Klein, e-reserve; Eckes and McCarthy, e-reserve.

Further Reading: David John Hogan, *Class and Reform*; Herbert M. Kliebard, *Schooled to Work*, Jacques Donzelot, *The Policing of Families*; Paul Willis, *Learning to Labor*; Jonathan Kozol, *Savage Inequalities*; Jonathan Kozol, *Amazing Grace*; Ronnie Casella, "Being Down"; Margaret Finders, *Just Girls*; Peter McLaren, *Schooling as Ritual Performance*; Annette Lareau, *Home Advantage*; Valerie Polakow, *Who Cares for Our Children?*; Valerie Polakow, ed., *The Public Assault on America's Children*; Jeannie Oakes, *Keeping Track*; Ellen Brantlinger, *The Politics of Social Class in Secondary School*; Ellen Brantlinger, *Dividing Classes*; Richard Rothstein, *Schools and Class*; Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America*; Kurt Vonnegut, *Jailbird*; Jonathan Zimmerman, *Whose America?*; Stephan F. Brumberg, *Going to America, Going to School*; Julie Reuben, *The Making of the Modern University*; Michael W. Apple, *Cultural Politics and Education*; Michael W. Apple, *Educating the "Right" Way*; Lloyd P. Jorgenson, *The State and the Non-Public School, 1825-1925*; Nancy Lesko, *Symbolizing Society*; Marjorie Heins, *Not in Front of the Children*; Francis Paul Prucha, *The Churches and the Indian Schools*; John McGreevy, *Catholicism and American Freedom*; Kevin Kumashiro, *The Seduction of Common Sense*; Martha Nussbaum, *Sex and Social Justice*; Michel Foucault, *The History of Sexuality* (vol. 1); Andrea Walton, *Women and Philanthropy in Education*; Myra Sadker and David Sadker, *Failing at Fairness*; Peggy Orenstein, *Schoolgirls*; Loukia Sarroub, *All American Yemeni Girls*.

Educational Reform

Week 8 (October 27, 29)

1. Standards and Accountability

T: Noddings, chapters 1, 3; “Accountability,” e-reserve; *A Nation at Risk*, e-reserve. **Diversity Academic Service-Learning Essay Due.**

R: Noddings, chapters 4-5. **Extra Credit Due. Noddings, chapter 2.**

Further Reading: Arthur Bestor, *Educational Wastelands*; Hyman Rickover, *Education and Freedom*; James Conant, *The American High School Today*; Mary Anne Raywid, *The Axe-Grinders*; Lawrence Cremin, *Popular Education and Its Discontents*; Diane Ravitch, *National Standards in American Education*; William J. Bennett, *The De-Valuing of America*; Diane Ravitch, *The Troubled Crusade*; Chester Finn, *We Must Take Charge*; David Angus and Jeffrey Mirel, *The Failed Promise of the American High School*; David Berliner and Bruce Biddle, *The Manufactured Crisis*; Chester Finn and Diane Ravitch, *What Do Our Seventeen-Year-Olds Know?*; Arthur Schlesinger, Jr., *The Disuniting of America*; Richard Rothstein, *The Way We Were*; Gerald Bracey, *Setting the Record Straight*; Gerald Bracey, *On the Death of Childhood and the Destruction of Public Schools*; Terrel Bell, *The Thirteenth Man*; Nicholas Lemann, *The Big Test*; Kevin Kumashiro, *The Seduction of Common Sense*; John Goodlad, *A Place Called School*; Arthur Powell, et al., *The Shopping Mall High School*; E. D. Hirsch, *Cultural Literacy*; Allan Bloom, *The Closing of the American Mind*; Christopher Robbins, *Expelling Hope*; Jessica Hoffmann Davis, *Why Our Schools Need the Arts*; Timothy Hacsí, *Children as Pawns*; Maris Vinovskis, *From a Nation at Risk to No Child Left Behind*.

Week 9 (November 3, 5)

2. School Choice

T: Noddings, chapters 6-8; “Choice,” e-reserve

R: No Child Left Behind, executive summary, e-reserve.

Further Reading: John Chubb, *Politics, Markets, and America’s Schools*; Caroline Minter Hoxby, *The Economics of School Choice*; Alfie Kohn, *Education Inc.*; Cecilia Rouse, *Private School Vouchers and School Achievement*; Thomas L. Good, *The Great School Debate*; Joe Nathan, *Charter Schools*; Chester Finn et al., *Charter Schools in Action*; Paul Peterson et al., *An Evaluation of the Cleveland Voucher Program after Two Years*; Kim Metcalf, *Evaluation of the Cleveland Scholarship (Voucher) and Tutoring Grant Program*; Sol Stern, *Breaking Free*; Gerald Bracey, *Setting the Record Straight*; Deborah Meier and George Wood, *Many Children Left Behind*.

Ethics and Education

Week 10 (November 10, 12)

T: **Educational Reform Academic Service-Learning Essay Due.**

R: Greene, e-reserve. **Extra Credit Due. Film: Women of Summer.**

Further Reading: Martha Nussbaum, *Cultivating Humanity*; Martha Nussbaum and Amartya Sen, *The Quality of Life*; Nel Noddings, *Caring*; Nel Noddings, *The Challenge to Care in Schools*; Maxine Greene, *Releasing the Imagination*; Maxine Greene, *Landscapes of Learning*; Albert Camus, *The Plague*; Albert Camus, *The Stranger*; bell hooks, *Feminist Theory*; bell hooks, *Feminism Is for Everybody*; William Ayers, *To Teach*; Derrick Bell, *Ethical Ambition*; Carol Gilligan, *The Birth of Pleasure*; Barry Bull, et al., *The Ethics of Multicultural and Bilingual Education*; Paulo Freire, *Pedagogy of the Oppressed*; Philip Jackson, *Life in Classrooms*; Ayn Rand, *Atlas Shrugged*; Neil Postman, *The End of Education*; Jane Roland Martin, *Reclaiming a Conversation*; Rebecca Martusewicz, *Seeking Passage*; Immanuel Kant, *Foundations of the Metaphysics of Morals*; Plato, *Meno*.

Week 11 (November 17, 19)

T: Noddings, e-reserve.

R: Library visit.

Democracy and Education

Week 12 (November 24)

T: Apple and Beane, chapters 1-2; Film: *Summerhill*.

Further Reading: Jesse Goodman, *Elementary Schooling for Critical Democracy*; David Sehr, *Education for Public Democracy*; John Dewey, *Experience and Education*; John Dewey, *Democracy and Education*; Harold Rugg, *Democracy and the Curriculum*; Amy Gutmann, *Democratic Education*; A. S. Neill, *Summerhill*; Landon Beyer, *Democratic Schools*; Deborah Meier, *In Schools We Trust*; Deborah Meier, *The Power of Their Ideas*; John Nicholls and Susan Hazzard, *Education as Adventure*; James Beane, *A Reason to Teach*; James Beane, *Curriculum Integration*; Gregory Smith, *Public Schools that Work*; Cornel West, *Democracy Matters*.

Week 13 (December 1, 2)

T: Apple and Beane, chapters 3-4. **Extra Credit Due. Educational Reform: Film Review.**

R: Apple and Beane, chapters 5-6. **Democracy/Ethics Service-Learning Essay Due.**

Week 14 (December 8, 10)

T: Research Paper Presentations.

R: **Research Papers Due.** Research Paper Presentations.

Week 15 (December 15)

T: **Revised Purposes of Education Essays Due (submit to Live Text).**

Miscellaneous Comments

1. Education majors are required to earn a grade of “C” or better in required College of Education courses. Therefore, if SOFD 328W is a required class for your program, and you earn a “C-” or below, you will have to retake the course.

2. Plagiarism will result in a grade of “E” for SOFD 328. We will discuss plagiarism and how to avoid it in more detail during the semester. See the following website for more details: <http://www.emich.edu/halle/plagiarism.html>. The Office of Student Judicial Services notes, “Academic dishonesty, including all forms of cheating, falsification, and/or plagiarism, will not be tolerated in this course. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty but if you are not sure about whether something you are doing would be considered academic dishonesty, consult with the course instructor. You may access the Code online at www.emich.edu/sjs.”
3. Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students are to provide advance notice to the instructor in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made, the student may appeal to the head(s) of the department(s) in which the course(s) is/are offered.
4. Late papers will result in a lowered score on the assignment (to be determined by the instructor).
5. Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University Community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Judicial Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a mobile /cellular phone while in the class session, or talking while others are speaking. You may access the Code online at: www.emich.edu/sjs.
6. If you wish to be accommodated for your disability, EMU Board of Regents Policy #8.3 requires that you first register with the Students with Disabilities Office (SDO) in 240 Student Center. You may contact SDO by telephone at 734.487.2470. Students with disabilities are encouraged to register with SDO promptly as you will only be accommodated from the date you register with them forward. **No retroactive accommodations are possible.**
7. The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students, 244 Student Center within ten (10) days of the event:
 - Changes in your name, local address, major field of study, or source of funding;
 - Changes in your degree-completion date;
 - Changes in your degree-level (ex. Bachelors to Masters)
 - Intent to transfer to another school

Prior permission from OIS is needed for the following:

 - Dropping **ALL** courses as well as carrying or dropping **BELOW** minimum credit hours;
 - Employment on or off-campus;
 - Registering for more than one ONLINE course per term (F visa only)
 - Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the Office of International Students at 734.487.3116, not the course instructor.

8. Websites of interest—these are good sites for doing research in education. <http://www.zzbw.uni-hannover.de/HerbstStart.html> (history of education bibliography), <http://www.emich.edu/halle/> (EMU library, for library catalog, ERIC, JSTOR, America: History and Life, e-reserves, etc.), <http://www.umich.edu/libraries.php> (U of M library), www.edweek.org (for the latest education news), www.ed.gov (for government documents), and www.tcrecord.org (on-line education journal).
9. The e-reserve password for SOFD 328 is “diversity.” Access e-reserve materials at: <http://reserves.emich.edu/eres/courseindex.aspx?error=&page=search>.

Writing Tips

1. Noun/pronoun agreement. *A student* deserves a high-quality education; *he or she* (not *they*) should not be subjected to low expectations.
2. Book titles are *italicized*; chapters and articles are in “quotation” marks.
3. Place all punctuation within quotes (except semicolons and colons), unless the sentence ends with an in-text citation.
4. Hyphens/modifying. Low-income students.
5. Capitalize only proper nouns (names, cities, etc.)
6. Then vs. than. Then = time; than = comparison.
7. Affect vs. effect. Affect = verb (except as emotion); effect = noun.
8. See the *Blair Handbook* for details, including how to cite properly and how to format a bibliography.

Academic Service-Learning Options

The **Bright Futures** program forges an alliance with two economically challenged suburban school districts and Eastern Michigan University’s Institute for the Study of Children, Families and Communities. The project serves students and their families at two sites in the Willow Run Secondary Complex, serving elementary students grades 3-5 and middle school students grades 6-8 and their families and three sites in the Wayne Westland Community Schools – Lincoln Elementary (grades 2-5), Jefferson Barns Elementary (grades 2-5), and Adams Middle School (grades 6-8). Bright Futures will meet after school for three hours Monday through Thursday and during 6 weeks in the summer.

Bright Futures students will participate in daily academic enrichment, tutoring, mentoring, and service-learning. They will select from a rotating menu of clubs and activities supported by many partners. University and college partners include Eastern Michigan University’s School of Education, African American Studies, Health and Human Services, and the office of Academic Service Learning, Washtenaw Community College, Schoolcraft College, and the University of Michigan Interactive Communications and Simulations. Clubs will integrate writing skills, personal development, and specific skills to support a successful transition from elementary to middle and from middle to high school. Continuous program improvement, youth voice through

a Youth Advisory Board, parent and community input are built into the program to assure that this program represents the people and stakeholders it serves.

The program goals focus on increasing grades and academic performance, improving homework completion and classroom participation, and building academic, social, and emotional skills to ease the transition from elementary to middle and from middle to high school.

Expectations for volunteers, EMU student interns: (1) Consistent attendance and follow-through; (2) Accountable to both course instructor and the Bright Futures site coordinator; (3) Accountable to make all arrangements regarding placement – school, hours, etc., to be done working with the Bright Futures site coordinator; (4) Completion of a final assessment of the experience (to be provided by the Bright Futures program).

Contact information:

Lynn Kleiman Malinoff, EdD
 Director of Bright Futures Programs
 Institute for the Study of Children Families and Communities
 Eastern Michigan University
 203 Boone Hall
 734.487.0372 (o)
 lmalinoff@emich.edu

Site Coordinators:

Kathryn Huyghe: Willow Run Elementary Program (meets at the secondary complex),
 khuyghe@emich.edu
 Suzanne Hodges (Katoll): Willow Run Middle School Program (meets at the secondary
 complex), suz_kat@hotmail.com
 Sam Froomkin: Adams Middle School, sfroomkin@emich.edu
 Kate Porter: Jefferson-Barns Elementary, kateewald@yahoo.com
 Sara Bliss: Lincoln Elementary, sarabliss1@yahoo.com

Alternate Service-Learning Options

1. C.O.P.E. (alternative education)
 1055 Cornell
 Ypsilanti, MI 48197
www.cope1.org
 734-547-0419
info@cope1.org
2. Jewish Family Services (English as a Second Language / Citizenship Tutoring)
www.jfsann Arbor.org
 734-769-0209
infor@jfsann Arbor.org
3. Washtenaw Youth Mentoring Coalition
 2568 Packard Rd.
 Ann Arbor, MI, 48104

www.washtenawmentoring.org
734-971-0277, ext. 23

Academic Service-Learning Journals: Students are required to journal on their service-learning experiences throughout the semester. The instructor will provide Mead 9 ¾ X 7 ¼ journals for this purpose. (The journals also will be used for class notes and reading reflections.) Journal entries for each service experience should include the following:

1. Log the time of arrival and departure and note the site where the service took place.
2. Describe the participants (use pseudonyms), environment, and activities during that experience.
3. Reflect on the day's activities. Did anything/anyone stand out on that particular day?
4. Connect the experience to the course discussions and readings. Did any events/people parallel or differ from what was discussed in class.
5. Each journal entry should be at least three-pages (hand-written) in length.