

Syllabus

LAR 202 - Integrative Seminar
Democratic Classroom Practice:
Developing Understanding and Perspective

The classroom should be a space where we are all in power in different ways.

--bell hooks, Teaching to Transgress

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Class Time: 11:30-12:45; 2:30-3:45
Office Hours by Appointment

Required Texts

Love, Bettina L.- We Want To Do More Than Survive
I will be providing additional readings.

Course Description

This course will engage pre-service teachers in a collaborative setting to examine the existing notions about ethnicity, race, culture, religion, gender, class and language diversity on classroom practice. What does society expect of its schools? What topics and issues will insure we are educating the whole child? How do we maintain a democratic society if we are not developing students capacity to make wise civic choices? How do we collaborate with the social studies teacher so that we all share in the curriculum responsibility of global awareness? How do schools create a vision where social justice and equity are present to protect the rights of a diverse citizenry?

General Outcome

Students will identify school as an institution that enhances opportunity to produce a citizenry where richer learning objectives, activities and engagement promote social change.

Course Requirements

Students will:

- Demonstrate knowledge of how theories and research about democratic principles, social justice and equitable practice guide the fundamental aims of education.
- Engage in multiple learning relationships and modalities in gathering and presenting acquired knowledge.
- Identify school as an institution that enhances opportunity to learn in content area.
- Use reflection as an ongoing tool for self-examination as they connect knowledge using multiple perspectives as their lens.

Sessions Foundational and Instructor Led (Student Engagement Necessary)

Over-Arching Theme: Teaching as a Prophetic Calling

- Purpose of Education
- What is worth learning?
- How should debates be resolved in a democratic society?
- Philosophy of Schooling

Application: Student/Instructor-Led Sessions (Student Engagement Necessary)

Over-Arching Theme: Democratic Education

- Critical Thinking
- Engaged Pedagogy
- Collaboration

Synthesis: Student Led Sessions

Over-Arching Theme: Reshaping Teacher's Work

- Problems in Today's Education for Citizenship
- Equality
- Educating the Whole Person

Preliminary Class Plans and Topics

Please see attached sheet. The nature of this course has a spirit of organicness. Sometimes it is necessary to step away from what is planned to what is reality. Please be flexible, as we don't want to lose the richness of a teachable moment.

you are in need of technical assistance please access the [Self Service Portal](#). You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

Academic Integrity: Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations: Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Course Participation:

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

Technical Support and Contact information

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Course Specific Academic Integrity Items

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Course Participation *(do no change text. If needed, you can embellish with specific class/program policies)*

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Syllabus Changes

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane Syllabus Addendum *(do not change the below text)*

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at:

<https://www.doane.edu/Syllabus>

Examples of Items include: Doane Catalog, Title IX, Doane email address, credit hour definition, Doane library services.

College of Education Required Syllabi Items

College of Education Mission Statement and Framework (Note: graduate program syllabi may include distinctive program mission statements and standards as well)

To meet future expectations for our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences;

coordinate reasonable accommodations as early in the semester as possible. All discussions will remain confidential.

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