

University of Wisconsin - Whitewater
Department of Curriculum and Instruction
The Marginalized Learner (SECNDED 708)
TENTATIVE

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Required Text & Readings

Invisible Children in the Society and Its Schools

Other readings available on D2L

Course Description & Objectives

This course examines the characteristics of the marginal student, the external and internal forces and conditions that cause that marginalization, and the needs of the marginal student.

Through involvement in this course, students will identify characteristics of the traditional school environment and structure that can marginalize students; identify individual student development patterns, intellectual abilities, learning strengths and needs, and socio-emotional characteristics that are dissonant with traditional school environments and programs; develop strategies and plans for delivering instruction based on individual student needs and abilities; use his/her content and pedagogical knowledge and experience in collaborative relationships with other teachers, specialists, parents, and resource agencies to establish a support network for students; use personal reflection to analyze practices, systems, curricula, and assessment methods for effectiveness in setting and meeting individual student learning goals; and locate and foster sources of support, feedback, and information that encourage personal and professional growth.

Course Requirement & grading

Students can contract for a desired grade based on the requirements below. Each student will inform the instructor as to the grade he/ she will be working toward on the first day of class. Grade contracts may be renegotiated at any point during the first two weeks of the class. The instructor may use the option of the AB or BC grade to signify performance that may fall above or below contract expectations.

Contract Grade	→ A	B	C
Assignment	↓		
Report #1	Submit report to D2L, access for all students	Submit report to D2L, access for all students	Submit report to D2L, access for all students
Lead Topic Discussion	Lead a discussion on your report topic using 3 or more guiding questions	Lead a discussion on your report topic using 2 or more guiding questions	Lead a discussion on your report topic using 1 or more guiding questions
Topic Discussion Threads	Make at least one substantive contribution for each topic	Make at least one substantive contribution for each topic	Make at least one substantive contribution for half of the topics
Reading Discussions	Make at least one substantive contribution on each of the three reading discussions, initiate a discussion tread for at least one of the readings	Make at least two substantive contributions on each of the three reading discussions	Make at least one substantive contribution on each of the three reading discussions
Report #2 and Presentation	Turn in report #2 to D2L for instructor; make presentation to class with handouts, generate at least one guiding question or comment for each presentation discussion	Turn in report #2 to D2L for instructor; make presentation to class with handouts, generate at least one comment for each presentation discussion	Turn in report #2 to D2L for instructor; make presentation to class with handouts,

Instructions for specific assignments

Student Report #1: Study of a marginalizing condition

Pick one of the marginalizing conditions identified in class to study and then lead a class discussion on the topic. This is a descriptive study to understand how and why students become marginalized because of this condition. You must (1) use at least four reputable sources (one of which may be a person who is an expert in that area) with proper citation and referencing, (2) clearly identify condition, or conditions, in the category that cause marginalization (3) explain how the condition may marginalize learners (Who is most affected and why?), and (4) explain why the condition exists in schools including the history of the condition in schooling, who is served by it, and what are the key aspects that keep it in place.

Student Report #2: Dealing with a marginalizing condition

Based on the topic you researched regarding marginalizing in schools, write up and present to the class ways to deal with the condition to support students who may be having problems. This is projective study to suggest ways to improve schools or classrooms to devise ways to meet student needs. You must (1) use at least four reputable sources, two of which may be experts in the field or institutional resources (manuals, policy codes, district standards, discipline policies, etc.) with the proper citation and referencing, (2) indicate ways that this type of marginalization may be ameliorated, prevented, or reduced. What ways have been successful in and outside of school settings? Why are they successful and how do you know they are successful?, (3) use your own school setting or your own experience to indicate ways you (or your school, district, community) have tried to avoid marginalizing students or have acted to help students become less marginalized, and (4) develop a list of suggestions for educators to avoid marginalization of students or create a structure for schooling that you think would be more appropriate for students.

On-line CLASS SCHEDULE

Date	Activity	Related reading(s)
Session one	Intro to D2L. At-risk v. marginalization. Identifying marginalizing conditions. Choose topic(s)	Preface & Chapter 1
Session two	Gender	Readings posted on D2L
Session three	Minority	Chapters 3 & 4
Session four	ELL/immigrant	Chapter 5
Session five	Poverty	Chapter 6
Session six	Special education needs & giftedness	Chapter 7; readings posted on D2L
Session seven	Sexual orientation	Chapter 9
Session eight	Teenage pregnancy and parenthood	Chapter 12
Session nine	Illness and disabilities	Chapter 10
Session ten	Violence and abuse	Chapter 11
Session eleven	What kind of school programs work?	Chapters 2, 8, & 13
Session twelve	Final report presentations	

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html), [Academic Misconduct](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html), [Religious Beliefs Accommodation](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html), [Discrimination](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) and [Absence for University Sponsored Events](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) (for details please refer to the [Schedule of Classes](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html); the "<http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html>Rights and Responsibilities"<http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html> section of the [Undergraduate Catalog](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html); the [Academic Requirements and Policies](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) and the [Facilities and Services](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) sections of the [Graduate Catalog](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html); and the "[Student Academic Disciplinary Procedures](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) (UWS Chapter 14); and the "[Student Nonacademic Disciplinary Procedures](http://acadaff.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html)" (UWS Chapter 17).