

EDU 206: School & Society
Course Syllabus

Mount Saint Mary's University
Summer 2020

Saturdays 10:30-12:30PM, 6 Saturdays, 12 Sessions
Synchronous Sessions and Asynchronous Modules

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Please note: All email correspondence must come from your MSMU email address.

Course Description

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in United States society. We will examine three primary areas:

1. the social and cultural conditions of K-12 schooling, especially as it relates to equality of school environments, civil rights in schools, social and economic inequality, federal legislation, and standardized testing;
2. the role of educators in ensuring that classrooms provide a safe, inclusive learning environment with high standards for all students, regardless of background and life experience;
3. the context, structure, and history of public education in California and how it affects and influences state, district, and school governance as well as state and local education finance.

Course Objectives

This course addresses the following objectives, many of which come directly from the California Commission on Teacher Credentialing Program Standards:

1. Candidates learn major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools.
2. Candidates learn how to establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
3. Candidates learn how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. Candidates also know about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence. (TPE 2.4)
4. Candidates are introduced to concepts related to the need to maintain high expectations for learning with appropriate support for the full range of students in the classroom. Candidates

learn about research on relationships between the background characteristics of students and inequities in academic outcomes of schooling in the United States, and teacher expectations and student achievement. (TPE 2.5)

5. Candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that support the work of teaching students equitably.
6. Candidates being to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (TPE 6.2)
7. Candidates study, learn and begin to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and apply them in school and classroom settings. Through reflection and analysis, candidates demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families, as well as the need to conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)
8. Candidates critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (TPE 6.7)

Course Format:

This course includes some online face-to-face meetings, and some online modules. See the course calendar at the end of this syllabus for details. All course documents, including assignment guidelines, rubrics, and online meeting instructions, are available on Canvas, and all assignments will be submitted through Canvas. Face-to-face online sessions will take place via the Zoom platform. The link to sessions is available on Canvas in the modules section.

Student Outcomes/Course Objectives:

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and master's programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the University.

In-class Involvement and Make-up Work

During class, we will model many different teaching approaches; discussions will help us clarify beliefs and practices; and we will be involved in small group work and written reflection. Make-up assignments will be accepted with advanced agreement, and may receive partial credit. *Please note that you will lose 2 points from your overall total for each missed session that is not related to a religious holiday, health related emergency (with doctor's note), or mandatory employer related activity.* In accordance with the University Policy, if you miss two sessions you will need to complete

an additional assignment, and if you miss 3 sessions you will be dropped with a “W” or “U”). Please note that consistent tardiness will result in point deductions up to 4 points. Also, extra credit assignments are available in this course and may offset points lost due to absence.

Resource Binder Maintenance:

All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A and made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hard copy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

Assessment

The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Assignments must be completed on time according to guidelines. Late submissions result in significant point reductions. If you are absent, you may submit your work before the class’ start time (on the due date) via Canvas in order for it to be considered for full credit. All assignment submissions must be turned in electronically via Canvas.

Your course grade and advancement in the Teacher Preparation Program will be based on your performance in the following activities:

Tasks	% Final Course Grade	Due Date	Teacher Performance Expectations Addressed (See Below for Details)
Online Participation/Module Completion	20	6 Weekends	
Extra Credit – Article Download Notes	2	6/14	
Extra Credit – Segregation Part II or Coates Chapter Reflection	2	6/14	
Interview Protocol	10	6/14	2.5
Investigation of Distance Learning	30	7/19	2.3, 2.4, 6.2
Ethics Statement and Critical Analysis	10	8/2	6.5
Plagiarism Avoidance Certificate	5	8/2	
Public Schooling, Governance, and Financing Research Paper	25	8/16	6.7

Grading

Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Multiple or Single Subject Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.

< 65 = F	65–69= D	70–73 = C- 74-76 = C 77-79 = C+	80-83=B- 84-86=B 87-89= B+	90-93 = A- 94-100 = A
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Required Texts

1. Spring, J. (2017). *American Education* (18th Ed.). New York: McGraw-Hill. ISBN-13: 978-1138087255 (Available in the Doheny bookstore. We will be reading 6 out of the 11 chapters. Used copies available via Amazon.com) --- ALSO American Education by Joel Spring may be offered in scribd.com. Scribd.com offers a fourteen-day free trial, and costs \$8.99 per month after the 14 days. This may be a good option for those who have trouble getting the book the first few weeks of class.

Articles/Readings (provided via Canvas)

1. Bratlinger, A. (2006). *The Geometry of Inequality*. In *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Gutstein, E. & Peterson, B (Eds.), pp. 97-100.
2. Christensen, L. (2017). *Unlearning the Myths that Bind Us: Critiquing cartoons and society*. In *Rethinking Schools*, Spring, 31(3), pp. 22-17.
3. Gutstein, E. (2006). *Math, Maps, and Misrepresentation*. In *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Gutstein, E. & Peterson, B (Eds.), pp. 111-123.
4. Peterson, B. (2006). *The Geometry of Inequality*. In *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Gutstein, E. & Peterson, B (Eds.), pp. 140-151.
5. Saker, D., Sadker, M., & Zittleman, K. (2008). *The History of American Education*. Chapter 7, pp. 267-273.
6. Saker, D., Sadker, M., & Zittleman, K. (2008). *Finding Your Philosophy of Education and Five Philosophies of Education*. Chapter 8, pp. 315-329.
7. Saker, D., Sadker, M., & Zittleman, K. (2008). *Profiles in Education*. Chapter 7, pp. 300-308.
8. Schwartz, Katrina (2016). *How A Strengths-Based Approach to Math Redefines Who Is 'Smart'*. KQED News. <http://ww2.kqed.org/mindshift/2016/05/23/how-a-strengths-based-approach-to-math-redefines-who-is-smart/>
9. Staples, M. (2006). *Integers and Equity*. In *Rethinking Mathematics: Teaching Social Justice by the Numbers*. Gutstein, E. & Peterson, B (Eds.), pp. 103-110.
10. Wolfe-Rocca, U. (2017). *Standing with Standing Rock: A role play on the Dakota Access Pipeline*. In *Rethinking Schools*, Spring, 31 (3), pp. 14-20.

Other Guidelines and Notices

- Exchange phone numbers and e-mail addresses with your classmates/colleagues for mutual help and support.
- Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.) **Graduate Students are encouraged to access the PARC Writing Tutors. Graduate Students can leave a message for them at 213-477-2873 or email PARC@msmu.edu for an appointment. They are there to support you!** All homework assignments will be due in electronic form via Canvas.

University and Education Department Policies

MSMU University and Education Department Policies:

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions. Please limit absences to no more than one session for this 2-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than two absences occur (which is equal to a full weekend), so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - file the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Accommodation Policy: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

Teacher Performance Expectations (TPEs) for EDU 206

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

EDU 206: School & Society - Mount Saint Mary's University
Saturdays 10:25-4:30PM
COURSE CALENDAR

Weekend 1

Topic(s): Course introduction; Getting Acquainted; Multiple Social Identities; Goals of Education; Dewey and Democracy; Introduction to Community Investigation/Demographic Study Assignments; Introduction to Article Download Assignment

Session 1. On Zoom - Saturday 5/30 - 10:30AM – 12:30 PM

Session 2. On-line Module – due Sunday 5/31 by midnight

Reading Due: Read Spring, Chapters. 1-2 & 4; Read History of American Ed Pgs. 267-273 (posted on Canvas in Module 1); Read Dewey Summary

Assignments Due: *Dewey Reflection (See below calendar for detailed instructions), Personal Experience Reflection Questions*

Supportive Reminder: Begin thinking about 3-4 teachers, staff or even parents you might conduct an online or phone with interview about distance learning

Weekend 2

Topic(s): Education and Equal Opportunity; Civil Rights & Schools; Segregation and Contemporary Schooling

Session 3. Online Module - Due Friday 6/12 by midnight

Session 4. Zoom Session – Saturday 6/13 - 10:30AM-12:30PM

Reading Due: Spring Chapters 3 & 5

Assignment Due: *Interview Protocol (Questions) and Data to consider for Distance Learning under Shelter-n-Place*

For Extra credit Article Download notes (2pts); Extra credit (select one of the following) either Segregation Part II or Ta-Nehisi Coates' Chapter 6 of *We Were Eight Years in Power* (2 pts);

Weekend 3

Topic(s): Adverse Childhood Experiences (ACE); Trauma-Informed Schooling; Using Complex Instruction to Close the Opportunity Gap

Session 5. Online Module – Due Friday 6/26 by midnight

Session 6. Zoom Session – Saturday 6/27 – 10:30-12:30PM

Weekend 4

Topic(s): Federal Legislation (NCLB, ESSA, and updates); High Stakes Testing; Community Investigations; Discuss Research Paper: Public Education, Governance, and Financing

Session 7. Online Module – Due Friday 7/17 by midnight

Session 8. Zoom Session – Saturday 7/18 – 10:30-12:30PM

Reading(s) Due: Spring Chapter 9

Assignment Due: Community Investigation: Distance Learning during Shelter-in-Place

Weekend 5

Topic(s): Exploring Approaches to Curriculum; Ethics Statement and Critical Analysis; Research Paper – Discussion Thread

Session 9 & 10. Online Modules – Due Saturday 8/1 by 11:59PM

Session 9: Zoom: 10:30-12:30 – 8/1

Readings Due: Philosophy of Education, pgs. 315-327, 32; Complete www.Ed100.com lessons and review of Ed history links

Assignment(s) Due: Ethics Statement and Critical Analysis; Plagiarism Avoidance Certificate

Weekend 6

Topic(s): Public Education, Governance, and Financing; Critical Pedagogy; Integrating Course Material

Session 11. Online Module- Due Friday 8/14 by 11:59 PM

Session 12. On Zoom - Saturday 8/15 - 10:30 – 12:30

Reading Due: Critical Pedagogy Article, choose one from selection on Canvas; AND Cowhey Ch. 5 & 6 (if elementary) OR Christensen (if secondary)

Assignment Due: Research Paper

Work to be completed by first weekend session 5/30:

Reading Assignment #1

Read Spring, Chs. 1-2 & 4

Read History of American Ed Pgs. 267-273 (On Canvas, if you are not able to access CANVAS email me so I can send it to you)

Written Assignments #1 & 2

- 1) Read the 4-page summary of Dewey's work on Education and Democracy and his biographical information attached to the email sent to registered students. Select a particular quote that speaks to you. Write a short reflection on why that particular quote is meaningful to you and bring it to class ready **to discuss in our Zoom Session on Saturday, 5/30.**
- 2) Answer Personal Reflection Questions (Due by Sunday, May 31st – 11:59 PM)