

**EDU 206: School & Society**  
Course Syllabus

Mount Saint Mary's University  
Summer 2021

Saturdays 10:30-12:30PM, 6 Saturdays beginning 5/22, (equivalent to 12 Sessions)  
Synchronous Sessions and Asynchronous Modules

EDU 206 Instructor: Salina Gray, PhD  
Phone: 213-477-2620, ask receptionist to deliver a message  
Email: sgray@msmu.edu  
Office hours: By appointment only. Please email to schedule.

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

**Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength, and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

**Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

**Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs

could disrupt your ability to attend class, please reach out so we can create a plan for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

### **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, appearing here as excerpted and simplified versions of the California Commission on Teacher Credentialing Program Standards:

1. Learn about the historical and contemporary purposes, roles and functions of education in American society and the social and cultural conditions of K-12 schools.
2. Explore what makes inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe so that students can recognize intolerance and harassment, such as bullying, racism, and sexism. (TPE 2.3)
3. Understand how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (TPE 2.4)
4. Consider the need to maintain high expectations for learning with appropriate support for the full range of students in the classroom by investigating the relationship between a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and b) teacher expectations and student achievement. (TPE 2.5)
5. Study different perspectives on teaching and learning, and develop professional perspectives that support teaching students equitably.

6. Reflect on you own values and implicit and explicit biases, the ways in which they may positively and negatively affect teaching and learning, and how to mitigate any negative impact on the teaching and learning of students. (TPE 6.2)
7. Consider what it means to create and sustain a just, democratic society through schools and classroom settings. (TPE 6.5)
8. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance and education finance. (TPE 6.7)

### **Course Format:**

This course includes some online face-to-face meetings (synchronous), and some online modules (asynchronous). 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.

### **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 for it to be considered for full credit. All assignment submissions must be turned in electronically via Canvas.

## Required Texts

1. Spring, J. (2017). *American Education* (18<sup>th</sup> 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.

## Partial list of 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.

## Course Assignments:

Tasks	% Final Course Grade	Due Date	Teacher Performance Expectations Addressed (See Below for Details)
Synchronous Participation/Module Completion	20	6 Weekends	
Part I: Demographic School Study	10	6/12	2.5
Part II: Equity Investigation	30	7/17	2.3, 2.4, 6.2
Ethics Statement and Critical Analysis	10	7/31	6.5
Plagiarism Avoidance Certificate	5	7/31	
Public Schooling, Governance, and Financing Research Paper	25	8/14	6.7

Extra Credit – Article Download Notes	2	6/12	
Extra Credit – Podcast and Reflection	2	6/26	
Extra Credit - Reflection	2	7/17	

## Grading

Remember that you must maintain a 3.0 GPA 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 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
----------	----------	---------------------------------------	----------------------------------	--------------------------

## 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](mailto:PARC@msmu.edu) for an appointment. They are there to support you!** All homework assignments will be due in electronic form via Canvas.

## SPECIAL CIRCUMSTANCES DUE TO COVID:

- This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

## MSMU University and Education Department Policies:

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-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 three absences occur, 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 come 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.
  
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
  - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
  - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **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, to support candidates to meet expectations.
- **Early Fieldwork Requirement:** Early Fieldwork is an important way to apply the theories and principles studied in class, to real-life classrooms and students, through focused participation/observation activities in the field.

The program's Single Subject Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. A minimum of 600 hours of clinical practice is required across the arc of the program with 450 hours being completed during Supervised Teaching.

150 hours of early fieldwork are completed prior to Supervised Teaching by all single subject candidates. Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member and a second by an expert teacher in the candidate's content area. Each module represents 17 hours of interrelated instruction and fieldwork and must be completed by pre-service and in-service candidates for a total of 51 hours leaving 99 hours to be completed in several ways.

In addition to the 51 required fieldwork hours with coaches, in-service teachers may complete fieldwork hours in their own schools. Required hours outside of your classroom may be greater if your school of employment does not meet or partially meets the qualifying site requirements.

Alternative Fieldwork Experience: Candidates may request an alternate fieldwork experience to substitute for in classroom fieldwork (except for those completed in the coach's classroom) by submitting an Alternate Fieldwork Placement request form to the Program Director. This form must be signed off by the Program Director before the hours can count towards the log.

Verification of Early Fieldwork Hours: As part of your supervised teaching application process, the advisor will confirm that you have submitted Early Fieldwork Logs that will total 150 hours before allowing you to advance to supervised teaching.

- **Certificate of Clearance:** To demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **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:
  - files 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
- **Quality of Work:** The MSMU Education Department expects all credential and master's candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **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, 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 hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
  - **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
  - **Professional and Academic Resource Center (PARC)**
    - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:  
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
    - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
- **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](mailto: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.

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

#### **MSMU Office Information:**

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: [educationdepartment@msmu.edu](mailto: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 5/22 - 10:30AM – 12:30 PM**

**Session 2. On-line Module – due Sunday 5/23 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:** *Module 1 due Sunday by midnight*

**Supportive Reminder:** Begin thinking about teachers, staff or even parents you might 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 6/11 by midnight**

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

**Reading Due:** Spring Chapters 3 & 5

**Assignment Due:** *Demographic School Study (10 points)*

**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 6/25 by midnight**

**Session 6. Zoom Session – Saturday 6/26 – 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 7/16 by midnight

**Session 8. Zoom Session** – Saturday 7/17 – 10:30-12:30PM

**Reading(s) Due:** Spring Chapter 9

*Assignment Due: Equity Investigation*

#### **Weekend 5**

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

**Session 9 & 10. Online Modules** – Due Saturday 7/31 by 11:59PM

**Session 9: Zoom:** 10:30-12:30 – 7/31

**Readings Due:** Philosophy of Education, pgs. 315-327, 32; Complete [www.Ed100.com](http://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 5/22:**

##### **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)

**COMPLETE ON LINE MODULE:** by Sunday, May 23<sup>rd</sup> – 11:59 PM