



**Department of Education
MATTC Program
EDUC 252/277 Social Foundations of Education (2 units)
Summer Session 2017**

Professor:

Office:

Office Hours:

Course meeting:

Phone:

Email:

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus.
2. Engage continuously in reflective and scholarly practice.
3. Value diversity.
4. Become leaders who model ethical conduct and a commitment to social justice.
5. Seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students.

Course Objectives

This course will develop students' knowledge of or skills with...		DG #	PGL#	TPEs
1	Analyze the historical, social, cultural foundations that shape education in the US	2	1	1.1, 1.3, 6.7
2	Collaboratively synthesize and critique legislation (e.g., proposition 227, Every Student Success Act [ESSA]) and policies that affect schools and teaching conditions	5	4	1.1, 1.3, 1.5, 6.7
3	Explain and interpret various structural and organizational issues that impact schools	4	4	1.1, 1.3,
4	Examine educational inequities based on race, class and gender and evaluate the impact on student achievement, particularly English Language Learners and students with disabilities	3	1, 2	3.5, 3.6, 4.3
5	Identify pedagogical practices that foster high expectations and high achievement for <i>all</i> students	1, 3	5	2.1, 2.2, 3.5, 3.6
6	Examine, analyze and reflect on personal beliefs and attitudes around gender, class, race, abilities and language issues	2	6	2.3; 4.3, 6.1

Required Texts

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

Noguera, P. A. (2008). *The trouble with black boys...and other reflection on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass.

Spring, J. (2014). *American Education (16th ed.)*. New York, NY: McGraw Hill.

Suggested Texts for Writing Improvement:

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Strunk, W. & White, E. B. (2000). *The elements of style (4th ed.)*. New York, NY: Longman.

Additional required readings will be placed on the EDUC 252/277 *Social Foundations of Education K-12 Learning Management System: Camino/Canvas* (<https://camino.instructure.com/courses>) in topical Modules.

Course Standards and Grading Policy

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call the instructor to inform her of your absence before the absence unless it is an emergency (e.g, death of immediate family member, serious illness or accident). In the case of an emergency, please contact the instructor within 24 hours to tell him/her the reason for your absence. You will still be responsible for all missed content and in-class work but will not receive credit for class participation.
3. Letter grades are assigned on the standard scale based upon a possible total of 200 points.

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%

B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

- With regard to assignments that are completed in groups, all members of the group will receive the same grade, unless otherwise stated.
- Final grades will reflect students' contributions (e.g., attendance, class participation, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
- All assignments are expected to be submitted by the due date through the Camino Assignment portal. Assignments will not be accepted through any other format or means. Unless special arrangements have been made beforehand, late assignments will not be accepted. For any assignment that you receive less than a 'B' grade, you are welcome to resubmit the assignment based on the instructor's feedback. Resubmissions of assignments are due by __ and must be clearly identified as a resubmission of an assignment.

Course Assessments

Grades are based on a 200-point total. The distribution of points across assignments is as follows:

Assignment (Attendance & Participation = 50% of grade; other assignments = 50% of grade)		Points	TPE Alignment
1	Attendance & Participation	100	1.1, 1.3, 1.5, 2.1, 2.2, 4.3, 6.1, 6.7
2	Literature Circles	30	1.1, 1.3, 1.5, 2.1, 2.2, 4.3, 6.1, 6.7
3	Reflection Paper	30	1.1, 1.3, 2.1, 2.2, 3.5, 3.6, 4.3
4	Collaborative Community Study (signature assignment)	40	2.1, 2.2, 3.5, 3.6, 4.3, 6.1

1. Attendance and Participation

Being present in class, participating in class, and being on time to class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend all classes as scheduled for the quarter and to be on time for class. You are required to sign in for class on the sign in sheet at the beginning of class and complete a critical incident at the end of each class that will be available from the instructor. Your signature on the sign in sheet and completion of the critical incident at the end of class will ensure that you receive credit for the class periods that you attend and in which you participate. Extenuating circumstances (e.g., severe illness, death of a close family member) may result in the need for a class absence or being late. Please contact the course instructor prior to the absence via an email or a phone call so that your absence will be noted. If there is an emergency and it is not possible to contact the instructor prior to class, you are responsible to contact the instructor within 24 hours by email or phone to let her know why you were absent from class. Please be sure to review the course materials in the Module for the missed class in Camino for the date of the class.

Please Note:

Data documenting your adherence to the policies listed here are gathered by your instructor through ongoing observation and documentation.

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these

requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

2. **Literature Circles (LC).**

A common book discussion routine is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher's role in literature circles is that of facilitator.

Each student will be responsible to lead 1 Literature Circles on the readings for a particular day throughout the quarter. You should come to class with an electronic handout (1 Page) to be accessible in the Collaboration (Ether Pad) portal of Camino that outlines the assigned readings with the asterisked headings listed below under the Handout Components heading. The Literature Circle Discussion Format outlines how the literature circle would unfold.

Handout Components	Literature Circle Discussion Format
* <u>Author's Message</u> . To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	<u>Allocation of Time</u> . Budget time taking into consideration the number of themes from the reading that must be discussed.
* <u>Definition of terms</u> . List all the words of which you are unsure and define them in your own words (include examples where appropriate)	<u>Discussion of Major Themes and Subtopics</u> . During discussion of text recall that you are discussing what the author had to say (e.g., what influences can be attributed to his/her thoughts? what does the author say are limitations or strengths?)
* <u>Integration of Material with other Knowledge</u> . It is a well-documented fact of learning theory that unassociated facts are difficult to recall. Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	<u>As a group create an image</u> , quote or other form that captures your group's understanding of the reading.
* <u>Application of the Material</u> . Make a conscious effort to assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy? Bring to class a tangible instructional connection (e.g., book, lesson from curricula, video).	<u>Evaluation of group's performance</u> . Leave the last 10 minutes to discuss the effectiveness of the group to discuss (both agree & disagree) during the session. What might you have done differently? Report to the whole class.

3. **Reflection Research Paper.**

This **5-page** reflection and research paper requires you to consider your own experiences as a student. How do you think class, gender, language, race, religion, sexual orientation, immigrant status, and/or disability have influenced your experience as an elementary, middle or high school student? Choose two of the above aspects of your identity to write about in depth (with concrete examples), and integrate readings (i.e., literature/research) from class and other classes to consider how school has shaped/influenced these identity markers. In writing your paper, consider the privileges and/or disadvantages of each aspect you choose. Privileges can serve to distance you from your students or can be used to

empower them. Keep in mind that this is a graduate level paper and the expectations for writing are to follow APA (2010) and Strunk and White (2000).

4. *Collaborative Community Study.*

Enacting Culturally Responsive Pedagogy requires an understanding of the communities where the students of teachers live and make their curricula relevant to students' lives outside of school. This *signature assignment* will allow you to better understand the communities around you. We'll focus on the Greater Washington area neighborhood. In groups you will visit one community organization and speak with members of the community (e.g., store owners, students) during week seven's regularly scheduled meeting time.

You will have some input into the community you will visit, challenge yourself to move beyond your comfort zone to explore a community you are unfamiliar with. When you conduct the community visit, please exercise caution, traveling in groups and walking around the neighborhood during daylight hours whenever possible.

The questions to guide your community study include:

- Where is this neighborhood? What are the demographics of this neighborhood? Language(s) spoken?
- What are the community's assets that support and enhance the healthy development of the youth that live there?
- What are the community's liabilities that detract from the healthy development of youth from the community?
- What do members of this urban community expect teachers to do in their classrooms to be effective, thoughtful practitioners?
- What are the implications of your findings on what you will do as a teacher in the classroom? What will you take away from this experience?

Your small group will present your findings on the last day of class. Think creatively about how you will present this information. A few ideas: Power point presentation, film, digital story. In your 10-minute multi-media presentation address the questions detailed above and ensure every group member participates. Your grade for the collaborative community study will be based on a group grade for the presentation.

Academic Integrity

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class.

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use according to the rules for citation in the 6th Edition of the *Publication Manual of the American Psychological Association* (APA, 2010). A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017).

Additional Information

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at [408-554-3043](tel:408-554-3043), bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>