

EDFI 300 - Schools in Communities

2020 Spring - Section 003

Tuesday/Thursday - 11:40am - 12:55pm

Wardlaw College - Rm 101

Instructor: [REDACTED]

Office Location: [REDACTED]

Office Phone: [REDACTED]

Cell Phone: [REDACTED]

E-mail: [REDACTED]

Office Hours: As needed, by appointment

Course Description: Social, political, and historical aspects of diverse educational institutions in American culture with an emphasis on families, schools, and communities.

Course Purpose: The purpose of this foundations course is to provide pre-service teachers and those generally interested in education the opportunity to explore and analyze the underlying theoretical issues that impact contemporary educational policies, practices and theories. Applying an interdisciplinary perspective, this course will challenge you to reflect on the practices and structures that make up the American education experience. Beginning with the historical origins of schools and moving to contemporary reform initiatives, we will explore why schools exist, why we teach and the extent to which social issues impact the teaching experience.

Through this course, you will better understand the social, political and multicultural influences on an educator's work and hopefully reconfirm the desire to serve in the field of education. This course should empower you, as future teachers and involved citizens, to become more sensitive to the complex set of dynamics that underlie the teaching experience. This course should assist each of you in becoming more knowledgeable and caring professionals with the ability to be critically reflective and engaged in a continually changing, culturally diverse, democratic society.

Course Objectives: Upon successful completion of this course, students will be able to:

1. Discuss, compare, and assess issues of power and inequity that analyze the relationships between schools and communities.
2. Use an interdisciplinary framework drawing on historic, social, cultural, and philosophical lenses to examine education, schooling, and teaching.
3. Identify and assess school reform initiatives impacting the social, cultural, and academic success of students.
4. Examine the purposes and goals of schooling through historic, social, cultural, and philosophical lenses.
5. Analyze the intersectionality of race, class, gender, and sexuality and how it shapes the professional identity of teachers.
6. Evaluate the impact of teachers and schools on marginalized communities schooling through historic, social, cultural, and philosophical lenses.

Course Essential Questions: The following questions will help to guide our study, examination, and discussion of course topics and ideas:

Purpose and Goals of Schooling

What should be the purpose of school?

How has the purpose of schooling been defined?

What have been the consequences?

How are schools funded and governed and how do these models shape the educational experiences of our students?

Intersectionality/Identity

What is race and racism?

What are the past(s), present(s), and future(s) of school segregation and inequity?

How do immigration/changing demographics impact schools?

How does sexuality and gender impact the experiences of teachers and students?

How does our understanding of culture and some of its characteristics explain its impact on people who are not members of the dominant culture?

Larger Context

Why should issues which arise in school (i.e. testing, discipline, curriculum) be looked in connection with larger issues and why should those moments at the micro-level be seen not as random acts, but are instead reflective of the larger experience to which we are all a part?

How have your educational experiences come to shape the way you see education as a social, political or economic good?

Has school prepared you to be a better worker, a better citizen or a better person?

In which area(s) do you think you received the majority of your preparation? Why?

Schools and Communities

How do you foster a positive relationship between the school and the communities that surround it?

What are the community-based programs or positions that are integral to the function of schooling and how are these developed?

How do centralization and decentralization affect the nature of schooling?

Teachers and Professionalism

How has the teaching profession changed over time in regard to race, class, gender, and identity?

How has the profession become “de-professionalized”?

What are the best practices in the profession today?

Course Text(s): Required readings for this class will be provided on Blackboard.

Course Materials: Additional readings and links to videos, podcasts, and websites will be posted on Blackboard to accompany required readings for each class.

Assignments:

Essential Questions Reading Responses:

Each student will be required to complete four essential question reading responses. These responses will reflect the essential questions that correlate with our readings. You may choose to

respond to any article before or in between each due date. The response is expected to be a critical analysis of the article chosen and should engage the argument in a thoughtful and professional way, and address the essential question(s) associated with the reading. Your response should not be a summary of the article, but instead provide you with an opportunity to practice critical thinking, engagement with the text, and theoretical writing. You are expected to engage the theoretical principles discussed in the article and apply these concepts to the broader experience of teaching and schooling. Provide why or why not this reading is important, where it falls short, how it can be applied or where it needs to be further developed. Each response should be a minimum of 500 words. All responses are to be typed, double-spaced, 12-point font, Times New Roman or Arial, APA formatted, and submitted via Blackboard by 11:50pm on the due date listed below.

1. Essential Questions Reading Response #1 - Due Wednesday, February 5, 2020
2. Essential Questions Reading Response #2 - Due Friday, February 28, 2020
3. Essential Questions Reading Response #3 - Due Wednesday, April 1, 2020
4. Essential Questions Reading Response #4 - Due Friday, April 24, 2020

Pop Response:

Each student will be required to present a pop response on selected date throughout the course of the semester. A pop response is a media artifact (i.e. article, short video, podcast clip) that reflects issues of education and/or schooling. You are welcome to find media excerpts in popular media, such as news stories, blogs, or magazine articles or you may choose artifacts from popular culture such as films, television, political cartoons and even social media such as YouTube, IG or FB or SC. The purpose of the pop responses is to get you to critically analyze the ways in which education is presented, thought about, and ultimately disseminated culturally, politically, socially, and psychologically. Each class will begin with a pop response. You should be prepared to present your artifact to the class and have one question prepared to start a short class discussion. Presentations should be kept to a maximum of 10 minutes. If you choose to include an audio or video clip, the clip may not take up more than 3 minutes of your presentation. Sign-ups for Pop Response dates will be determined during our second class meeting.

Discussion Board Posts:

Over the semester, you will be expected to contribute to and extend our class dialogue on the class Discussion Board. You need to contribute at least five thoughtful reflections over the course of the semester on the readings. You are welcome to contribute more than five posts as well across the semester; I will count your highest blog grades for these five grades. Three of these postings must be original entries and two must be responses to your classmate's entries. At minimum, a posting should be seven sentences and refer directly to a class reading. This means that I expect to see direct quotes or phrases along with page numbers from the reading. While it is best to post entries before class in order to provide an opportunity for others to consider your points, all entries must be posted, at the latest, within one week of when the material is covered in class in order to receive credit. The forum on each class topic will be shut down automatically at midnight the week following our class coverage. In practice, this means if we cover a topic on Tuesday, you have until midnight on Tuesday of the following week to post an original or response blog entry. This is a strict deadline designed to keep the web discussions fresh, so plan accordingly. Points earned for the blog entries are based on the thoroughness of the reply.

You will receive 10 points for a thoughtful, creative posting that follows the above guidelines including a direct reference (via quote and page #) from a class reading; 5 points for an adequate posting (i.e. no reference to class material with vague details), and 0 points for an incomplete or non-existent posting.

You may use this table to keep track of your postings throughout the semester:

Entry	Date Posted	Grade Received
Original Post #1		
Original Post #2		
Original Post #3		
Response Post #1		
Response Post #2		

Education Reform Analysis:

Throughout the semester, we will explore a number of education reform initiatives that influence American education. For this assignment, you will explore an education reform initiative of your choice. You may select a reform which has been covered in this course, or you may choose a reform initiative that we may not have covered. If you choose a reform that we have not covered in class, you must get approval from your instructor prior to beginning your research. Your analysis will include the history of the reform initiative, the stakeholders involved, the arguments for and against the reform, and your interpretation of and feelings towards the reform initiative. Further details will be provided. Your assignment should be typed, double-spaced, 12-point font, Times New Roman or Arial, APA formatted, and submitted via Blackboard by the start of class on Tuesday, April 21, 2020.

Pedagogical Creed - Teaching Philosophy

As part of our study of the foundations of American education, each student will prepare a personal pedagogical creed, a philosophy of education. Your philosophy of education will continue to evolve throughout your career. This assignment affords you an opportunity to wrestle with some of the difficult questions such as the status of equality in a democratic society and the role of education within this society, which translate into your teaching behavior in the classroom. You will assess your beliefs about knowledge, learning, students, and teaching. The statement can be structured around the following questions and include the following elements. Further details will be provided. Papers should be 1200-1500 words, or approximately 4-5 pages in length. Your assignment should be typed, double-spaced, 12-point font, Times New Roman or Arial, APA formatted, and submitted via Blackboard by the start of class on Tuesday, April 14, 2020.

Midterm Examination:

Our midterm will consist of two parts: an in-class multiple choice and short-answer test and a written reflection turned in via Blackboard by the start of class on Thursday, March 5, 2020.

Final Examination

Our final will consist of two parts: an in-class multiple choice and short answer test and a written reflection turned in via Blackboard by the start of class on Thursday, April 30, 2020.

Participation:

You are responsible for your education. How much you and your classmates learn depends, in part, on how well you prepare for class and how willing you are to share your perspectives and experiences for everyone's benefit. In order to prepare best for class, you must read thoughtfully, actively, and critically. This means understanding the main points and arguments of articles through careful consideration of the material in a way that works best for you (i.e. underlining/highlighting key components of the texts, writing notes in the margins, etc.). Preparation is the foundation for each class, and my starting point and assumption at the beginning of each class is that you are ready to start exploring the key ideas, insights, and arguments presented in the materials. To guide you in your preparation for class, I will post a weekly reading guide for each week's readings with pertinent questions or topics that you should be able to answer or talk about during our discussion of the reading. You will find this document on Blackboard and provided in class each week. Your participation is desired, valuable, and a required part of this class. If you follow this guide, then you should feel prepared to participate. If you are shy about speaking in class, you should see me so you begin to develop a greater comfort with this skill.

Course Policies:

Attendance:

In order for you and the class to benefit from individual and collective reflections on the readings and course themes, you need to attend class. The consequence of missing class is that you will not be able to participate in the day's discussion; not only will the class miss your intellectual insights and contributions, this will also potentially result in the drop of your participation and preparation grade. The University attendance policy guides my attendance expectations of you. According to USC, "absence from more than ten percent of class meetings, whether excused or unexcused, is excessive and will result in a grade penalty" of one grade (i.e. a B to a C+). This class meets 28 times this semester; so, missing more than three classes will result in a penalty. There are no excused or unexcused absences in this class and you do not have to contact me with a reason if you must miss class within this three class limit. If there are truly extraordinary circumstances, arrangements will be made on a case-by-case basis. Attendance will be taken daily using a sign-in sheets. Students found to be signing in for or having another student sign them into class will be referred to the Office of Student Conduct and Academic Integrity.

Please find someone on the first day of class who you can turn to for missed notes and material. Every class is crucial and you will have missed a class of learning, so there is no need to email me with the question, "Did I miss anything?" or to ask what you missed; the answer will always be that you missed a great deal. It is your responsibility to discover and learn what we covered in class

Professional Communication:

I imagine most of our out-of-class communication will be via email. As future educators and administrators it is essential to master a professional use of email to prepare you for the many e-notes to parents, colleagues, and superiors. As a teacher you will probably use email in a different way than if you were using it to communicate with friends, roommates, etc. Mastering the conscious

and skillful crossing of communication registers allows you to use email for multiple purposes. In short, email is a communication tool that must be used with an understanding of how your message will be received. Misspelling, poor grammar, no subject line and/or improper composition will raise concerns among your future colleagues, students' parents and the instructor of this course. Proper use of email, therefore, is a key component of your emerging professionalism.

Use of Technology in the Classroom:

The use of technology (i.e. cell phones, tablets, and/or laptops) should be kept to a minimum. Because the readings for this class are provided via Blackboard, you will be permitted to use technology in class to access course resources. It will be your responsibility to remain focused and engaged during class. If the use of technology during class proves to be a distraction to the learning environment, your instructor may prohibit the use of devices during class sessions.

Assignment Submission and Late Work:

All assignments for this course should be submitted using the assignment links in Blackboard by the stated due date and time. Assignments submitted late will receive no more than half-credit based on the quality of the assignment. If you submit an assignment incorrectly or by mistake, it is your responsibility to contact your instructor immediately so that the assignment submission options can be reset for you. Email or hard copy submissions of assignments will not be accepted.

Exams:

Unless there is a documented medical emergency, there is no rescheduling of the midterm or final exam. Make sure you check the dates of these exams the first week of class to make sure that they align with your spring break or end-of-semester travel plans or other obligations.

Plagiarism and Academic Integrity:

Plagiarism involves presenting another persons' thoughts or words as your own. Whether intentional or unintentional, it is deceitful and unacceptable. All written work is to be submitted through Safe Assignment in order to protect your work from plagiarism. Since some students are unsure of the lines between paraphrasing and plagiarism, I require that all students consult both the webpage I will share, which reviews the basics of citation and paraphrasing, and the USC Law School's Guide to Avoiding Plagiarism to understand the proper use of sources:

<http://professionalism.law.sc.edu/docs/plagiarism.pdf>. According to University policies, a score of zero will be given to any work not properly cited or quotes and could result in failure of this course. All cases of plagiarism will be referred to the University of South Carolina Office of Academic Integrity, which determines further sanctions before a board.

Writing and Computer Resources:

Papers should be spaced one-inch margins, in Times New Roman or Arial font size 12. Please use APA Style. If you need a tutorial or brief guide to APA style, please refer to this resource:

<https://owl.english.purdue.edu/owl/resource/560/01/>. All papers and assignments will be submitted via Blackboard. If you need help with your writing, contact the College of Arts & Sciences Writing Center at 803-777-2078. For more information on the Center and the services they provide, see <http://www.cas.sc.edu/write/index.html>.

Special Needs:

If you have a documented disability, I will appropriately accommodate your needs according to the Office of Student Disability guidelines. The first step in this accommodation is contacting me during the first week of class, so that we can start a discussion of your needs. The second step in this process is to contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations from the University. For more information on this Office, please see www.sa.sc.edu/sds.

Grading:

Reading Responses	4 total @ 25 points each	100 points
Pop Response		10 points
Discussion Board Posts	5 total @ 10 points each	50 points
Education Reform Analysis		50 points
Teaching Philosophy		50 points
Midterm Exam	2 parts @ 50 points each	100 points
Final Exam	2 parts @ 50 points each	100 points
Participation		40 points
TOTAL		500 points

Grading Scale:

- 450 points – 500 points - A
- 435 points – 449 points – B+
- 400 points – 434 points - B
- 384 points – 399 points - C+
- 350 points – 383 points - C
- 335 points – 349 points - D+
- 298 points – 334 points - D
- 0 points - 297 points - F

Syllabus Contract and Student Information

Student Name: _____

Cell Phone Number: _____

I, _____, have read through the course syllabus for EDFI 300 and understand the course expectations and policies. I understand that it is my responsibility to adhere to the policies and assignment due dates and descriptions.

Student Signature: _____

Date: _____