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Instructor: Dr. Paul R. Carr
Office: BCOE, Room 4106
Office hours: T (14:00-16:00); W (14:00-16:00); TH (14:00-16:00); or by appointment
Phone: 330-941-2231
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Course Code: 4725
Meeting-time: 11:00 – 12:15, Tuesdays and Thursdays
Classroom: BCOE Room 4205

First class: January 15, 2008
Spring-break: March 10-16, 2008
Last Class: May 8, 2008
Last day to add a class: January 22, 2008
Last day to withdraw with a W: March 27, 2008

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1. Course Description

The goal of the course, within the BCOE conceptual framework *Reflection in Action*
(http://www.coe.ysu.edu/coeframework.html), is to deepen students' understanding of,
and appreciation for, the interaction of formal classroom-based education with the
network of family, community, and institutional-based experiences that influence the
lives of learners. The course is "writing intensive" and "critical thinking intensive",
including 25 hours of field research.

2. Context

The prerequisite course, FOUND 1501, introduces students to a broad range of topics
about schools, including: the way schools are run; the multi-faceted role of the teacher;
who pays for schools; what laws govern students and teachers; and how society is
increasing expectations for academic achievement. In FOUND 1501, through course
study as well as first-hand experience in observing, tutoring, and interviewing, students
learn of the demands and expectations placed upon teachers, and consider whether they
wish to pursue this career.

In FOUND 3708, we go several steps further toward understanding the context of
education in the United States. A context is a setting, a set of circumstances and factors

that characterize and help explain the structure and experience of social interactions. Some parts of the context of the American schooling experience are quickly visible to the naked eye whereas others require careful and critical observation and reflection. It is, therefore, helpful, in order to understand today's context, to probe and examine the past.

If we wanted to understand, for example, the context in which your own family operates, there are certain things we could readily observe: how large your family is, how much space you have at home, and how your family earns its livelihood, etc.. Members of your family live their lives within those settings, boundaries, or contexts. Other factors we might observe, but not without paying close attention and perhaps asking some questions, might include your family's religious faith, important family values, and the medical health of its members, etc.. Still other things that we may not readily note, but could be discovered through an examination of the family history, would include your family's cultural, ethnic and linguistic heritage, the influence of ancestors, and the geographic and national territories of importance, etc.. All of these parts of your family's context could help us understand who you are, why you live the way you do, and how we might get to know and work more effectively with you if we needed to do so.

Similarly, if you wanted to get to know and work more effectively with children in a particular school community, it would be advantageous to understand their individual and collective contexts. In common parlance, you could say that it is important to know "where somebody's coming from" in order to understand how to be effective with him or her within an educational setting.

3. Course Objectives

Education and Society (FOUND 3708) creates a series of experiences that constitute partial immersion into the families, communities, histories, and teaching-learning situations of students, which are likely to improve their understanding of others as well as themselves. Through core readings and field experiences focused on community context rather than formal school settings, students will enhance their knowledge of cultural and community diversity as well as the implications for teaching and learning.

Students will begin to recognize historical and sociological linkages between the learning experiences of their own families and ancestors in decades past in juxtaposition with more recent groups of children and families and others who have not traditionally benefited from public education in the US. Further, students will move toward greater professionalism in the sense that a teacher for the 21st century must be committed to educating all children, and be optimistic and knowledgeable about how to most effectively understand learners and create improved conditions for learning. Two of the most critical factors known to improve academic achievement are: high teacher expectations, and parental involvement.

Those in Education and Society 3708 who do not plan to become teachers are expected to benefit from the broadened perspective presented in this course that speaks to the need for an informed, engaged and politically literate citizenry in a democratic society. As

citizens, their actions may help shape a vision and policy, and affix responsibility for the education of our and other people's children. An emphasis of the course, therefore, will be on critically analyzing education within a socio-political context.

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4. Course Connections to BCOE Conceptual Framework and INTASC (Interstate New Teacher Assessment and Support Consortium) Standards

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In addressing the knowledge of the learners and the teaching-learning situation in their family, local, societal, cultural, and political contexts, FOUND 3708 is directly connected to the Beeghly College of Education Conceptual Framework, REFLECTION IN ACTION: The Educator as Reflective Practitioner (http://www.coe.ysu.edu/coeframework.html). This model has eight (8) characteristic modes as performance links to effective teaching practice.   While these characteristics are best viewed as an integrated whole, the following characteristics find particular focus in Education and Society (3708):

> VI. The mode of reflective practice is critical; THAT the reflective process is critical in that it understands diversity in terms of social relations, power relations, and the democratic ideals of social justice, equal treatment, and equal opportunity as a function of teaching and learning. The reflective process in education is different from the reflective process in the pure sciences in that it attempts to re-center human concern rather than marginalize it.   It also embraces the notion that practice must deal with all exigent realities, no matter how politically or personally repugnant they may be.

> VII. The mode of reflective practice is ethical; THAT the reflective process is of value and respectful of all people; it embraces diversity. The reflective process embodies principled concern, care, and tolerance in the conduct of all professional and personal activities and professional relationships.

The Beeghly College of Education and the State of Ohio have adopted the ten (10) Model Standards for Beginning Teacher Licensing and Development as developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). While many of these principles are addressed in this course, the following principles find particular focus related to Education and Society (3708):

> III. Diverse Learners - The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

> X. Collaboration, Ethics, and Relationships - A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students' learning and well being.

IV. Course Objectives: (Built from INTASC Standards #3 and #10)

A. Knowledge - The candidate(s) will

   1. understand schools as organizations within the larger community context (INTASC 10; Conceptual Framework R 7).

   2. understand how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning (INTASC 10; Conceptual Framework R 7).

   3. know about the centrality of language as an element of culture and about strategies to support the learning of students whose first language is not English (INTASC 3; Conceptual Framework R 6).

   4. understand how students' learning is influenced by individual experiences with peer groups, exceptionality, talents, and prior learning, as well as culture, family and community values (INTASC 3; Conceptual Framework R 6,7).

   5. develop a well grounded framework for understanding cultural and community diversity and how to learn about and incorporate students' experiences, cultures, and community resources into instruction (INTASC 3; Conceptual Framework R 6).

B. Skills - The candidate(s) will

   1. be able to talk with and listen to the student, be sensitive and responsive to clues of distress, investigates situations, and seek outside help as needed and appropriate (INTASC 3; Conceptual Framework R 6,7).

   2. identify when and how to access appropriate services or community resources to meet diverse learner needs and foster student learning (INTASC 10; Conceptual Framework R 7).

   3. understand students' families, cultures, and communities, using this information as a basis for connecting instruction to students' experiences (INTASC 3,10; Conceptual Framework R 7).

   4. bring multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms (INTASC 10; Conceptual Framework R 7).

   5. create a learning community in which individual differences are respected and act as an advocate for students (INTASC 10; Conceptual Framework R 6,7).

6. be able to establish respectful and productive relationships with parents and guardians from diverse home and community situations (INTASC 10; Conceptual Framework R 7).

C. Dispositions - The candidate(s) will

1. believe that all children can learn at high levels, valuing and appreciating the importance of all aspects of a child's experience (INTASC 3; Conceptual Framework R 6).

2. appreciate and value diversity, show respect for students' varied talents and perspectives, and be committed to the pursuit of "individually configured excellence." (INTASC 3; Conceptual Framework R 6)

3. respect students as individuals with differing backgrounds and various skills, talents, and interests while respecting the privacy of students and confidentiality of information (INTASC 3,10; Conceptual Framework R 6,7).

4. make students feel valued for their potential as people, and help them learn to value each other while being sensitive to community and cultural norms (INTASC 3,10; Conceptual Framework R 6).

5. be willing to work with other adults and professionals in improve the overall learning environment for students (INTASC 10; Conceptual Framework R 7).

Additionally, this course meets some of the standards required by the National Council for Accreditation of Teacher (Appendix 1).

5. Course Format

This course includes two fundamental texts, which will involve a manageable amount of conceptual, theoretical and applied readings, laying the groundwork for in-depth discussion and analysis on the roles, experiences, needs and challenges facing teachers and students today. In order to become effectively engaged in the course, students will need to submit their required assignments electronically through WebCT, and also follow and contribute to on-line debates. The instructor will lead discussions, make some presentations, and frame structured debate. Students are encouraged to participate, and will have the opportunity to present their work on at least two separate occasions. Videos will also be used to illustrate the lived educational experiences of different groups. Although the professor has mapped out a structure for the course, and will provide a context for discussions, his role is primarily that of a facilitator, aiming to ensure that we touch on an eclectic and germane mix of issues in an equitable and rigorous manner. I believe that we, as a group, can best learn from each other by working through issues and problems at different levels concurrently, taking into consideration the real-life dilemmas we face in education.

6. Academic Guidelines

a.   A fundamental principle for the teaching and learning in this course is the free and open exchange of ideas in a climate of mutual respect, reinforcing an academic environment in which we can expand our horizons at the individual and collective levels.

b.   All candidates are expected to comply with generally accepted professional ethics of Academic Honesty in meeting their course requirements http://penguinconnection.ysu.edu/handbook/Policies/POLICIES.shtml). Candidates are expected to submit materials that are respectful of intellectual property rights, as well as complying with all Federal Copyright Laws (http://www.copyright.gov/). Any breach of this code of ethics will be handled according to the YSU Student Handbook. Any proven acts of cheating, plagiarizing, or engaging in any form of academic dishonesty, could result in a severe disciplinary action, an "F" grade for the assignment or course, and possible referral to the Office of Student Affairs for disciplinary action.

c.   Diversity and equity are concepts of central importance within an academic context, and we should be cognizant of the experiences, approaches and presence of our colleagues. Everyone should be made to feel comfortable in our classroom.

d.   Attendance in class, preparation to discuss readings and assignments, submitting work on time, and following the structure and rhythm of the class are the responsibility of students.

e.   The readings for this course are extremely important, and will assist students greatly as they undertake the three required assignments. In terms of quantity, there is not a large volume to read for this course but the readings demand critical reflection to be fully understood.

f.   Being able to write clearly, in good English, in a structure and style that is both effective and easy to follow, is important for this course. Students are encouraged to re-read and re-work their assignments before submitting them. The Instructor's website contains a summary of points that will assist in writing an effective paper.

g.   In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me privately to discuss your specific needs. You must be registered with CSP Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach CSP Disability Services at 330-941-1372.

h.   The instructor will be available at designated times, before and after class, through e-mail and by telephone. This syllabus is purposely detailed so as to

provide a clear guide to where we are headed, what is expected, and how assignments will be evaluated. When sending e-mail, please include the title of the course in the subject-line.

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7. Expressive Language Ability: A "Writing Intensive" Course

The YSU Undergraduate Bulletin states that:

> The student's ability to express himself or herself in English is not the concern of the department of English alone, but of every member of the University faculty. Inadequate competence in this respect is to be regarded as a reason for lowering a student's grade in any course in the University.

Please note that the University provides academic support services through its Writing Centre, the Reading and Study Skills Center, and the Center for Student Progress. As this course is designated as "Writing Intensive for General Education", class time and office hours, as necessary, will be used to develop "learning to write" as well as "writing to learn" with regard to topics and concepts developed in this course. It is also important to note that written work should also reflect critical thinking skills.

Written submissions will be used to review and discuss effective, professional composition skills during class meetings. Written work for the *Education of Me* assignment and the *Critical Task essay* may be re-written after a conversation with the Professor. Students may then, subsequently, re-submit their work for an improved mark.

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8. Course Assignments and Evaluation

1. **POSTINGS/REFLECTIONS ON READINGS AND COURSE (25%)**
   (Throughout the course)

Throughout the course, each student will submit FOUR (4) postings via WebCT, which will draw on the readings for the respective week in-question. Students must submit a posting for any THREE of the following weeks: 4, 8, 10, and 12. A final Reflection will be required for Week 14, for a total of FOUR (4) postings. The postings of roughly 250 words each should contain a couple of well-written paragraphs as well as two or three critical comments/observations and one or two questions about the chapter(s) being discussed. The goal is to be original and pertinent, and to highlight areas of interest and concern in an engaging way. In other words, in attempting to be critical, the objective is not to simply regurgitate what the authors said but to somehow link this to our diverse socio-political and education context. If the points highlighted in the postings relate to a specific page or quote, then it would be necessary to indicate the page number for that particular reading. Students are also invited to comments on the postings of their colleagues, to engage in critical dialogue with them, and to use WebCT as a vehicle to better understand the issues discussed in class. In order to more easily situate the postings, students should adhere to the following format:

| Name | Posting Number (1) |
| Date | Chapter and Book |

Two or three critical comments/observations, and one or two questions about this reading.
Be sure to use acceptable composition skills.

Postings will be sent to the class-list through WebCT, and students are expected to read all postings, and be prepared to participate in discussions as a result. WebCT will be used as a communication-tool for the course, and students are encouraged to work together on assignments, where appropriate, through this mechanism.

The final Reflection can be presented as a journal or a critical summary. This is not a course evaluation but rather an opportunity to reflect on the material covered in the course. Students may highlight 3-4 salient points, and then reflect on the issues. Each posting will be worth 6 points, with the final Reflection having a value of 7 points.

2. **ORAL PRESENTATION (5%) AND PAPER (13%): THE EDUCATION OF ME (Presentations on Weeks 3 and 5; Paper due through WebCT to Professor in Week 5)**

Students will reflect on their lives by way of an oral presentation (approximately 10 minutes depending on class size) and a paper (no more than 4 pages, double-spaced, Times Roman, size 12 font), which will highlight the five single events, factors, personalities, circumstances and/or long-term experiences that were most defining and significant to their educational journey. The presentation and paper should focus on a **critical** examination of how you fit, or did not fit, into the formal school culture. You might interrogate what role your home-life played on your educational experience, touching on the values, experiences and culture of the family on your participation and achievement in the classroom. Some questions to be considered are:

- Did I assimilate, accommodate, or reject significant societal/educational experiences? Why?
- What has been the effect of that acceptance or rejection?
- What experiences placed limitations on my expectations?
- What encounters encouraged me?
- Where did my aspirations originate?
- Was I aware of those who had experiences different than those that I had?
- Based on these defining experiences, how do I feel about education and/or about becoming a teacher?

The presentation should not be read verbatim from a written text. Rather, students should try to present the main themes in an engaging way.

3. **CRITICAL TASK SUBMITTED USING TASK STREAM (15%) (Due in Week 10 through TASKSTREAM)**

A Critical Task is a professional work sample that demonstrates achievement in important knowledge, skills, and attitudes significant to the course and the teacher education program. For FOUND 3708, the common Critical Task used in all sections is an essay (roughly 4 pages, double-spaced) on key characteristics related to the idea of "culture".

A web-based program called TASKSTREAM will be used by all class-members for Critical Task submissions. BCOE Office of Assessment Personnel will come to a class meeting to explain the program. TASKSTREAM is a tool that provides teacher-education candidates with the ability to design lessons and units, map and track standards, create rubrics, and develop electronic portfolios over the course of their total YSU program. For more information on how to use TASKSTREAM as well as the specifics of the assignment, please see the following link:
http://www.cc.ysu.edu/%7Eramcewin/taskstream3708.htm

4. **ORAL PRESENTATION (12%) AND PAPER (20%): FIELD RESEARCH PROJECT (Presentations on Weeks 11, 13 and 14; Paper due in Week 15 through WebCT to Professor; Field experience form must be completed through TASKSTRREAM by WEEK 15)**

All sections of FOUND 3708 require 25 hours of field experience. In contrast with your typical field experiences in other Education courses, and in order to align with the goals of FOUND 3708, this field work occurs primarily in the community, outside of the classroom. Students may work in groups of two or three but each student must complete the required 25 hours of field experience.

The range of agencies, institutions or community-focused groups to explore is broad, including:

- Human Service Agencies
- Religious Institutions
- Museums, Libraries and Community Institutions

The topic-areas, which might be examined, could include:

- Discrimination (in relation to race, gender, ethnicity, sexual orientation, language, socio-economic status, religion, ability, etc.)
- Stress-points for students (family issues, abuse, harassment, suicide, peer pressure, consumerism, etc.)
- Global issues (war, terrorism, poverty, etc.)

- Media and media analysis (films and schooling, media manipulation and effect, usefulness of media in/for education, internet and youth, music and youth culture, television and popular culture, etc.)
- Business (vocational education, business partnerships, tax abatements, business sponsorships in schools, etc.)
- Extra-curricular activities (funding and access, culturally-specific programs, YM/YWCA and similar ventures, relationship between services and school engagement, etc.)
- Legal issues (rights, courts and juvenile programs, drop-outs, punishment, funding for vouchers, charter-schools and alternative programs, etc.)

The presentation and paper should focus on the following:

1. Area of interest
2. Research agenda
   a. What do you want to find out/learn/investigate?
   b. What is the motivation?
   c. What is your research question?
   d. What are your objectives?
3. Methodology
   a. How will you go about answering your research questions?
   b. Data-collection strategies (interviews, observation, document analysis, etc.)
   c. Methodological concerns: observer acceptance, unobtrusive measures, confidentiality, description versus interpretation, validity, integrity, ethical considerations
4. Results
   a. Describe what you found
   b. Did you answer your research questions?
   c. Were there any particular issues with the methodological approach used?
   d. Summarize your findings
   e. What conclusions can you make?
5. Analysis
   a. Interpret what you found.
   b. What do you think about what you found?
   c. What connection could you make with education? How has it affected your perception and understanding of education?
   d. Recommendations
   e. Suggestions for further research

My colleague, Dr. Dick McEwing, has put together a website with a number of resources that could be of interest to students for this assignment as **http://www.cc.ysu.edu/~ramcewin/EDlinks2.htm** .

Students are encouraged to work in teams of 2-3. Each member of the team would be required to consecrate a total of 25 hours of field research, and each would have to

contribute equitably to the planning and delivery of the presentation and paper requirements. The advantage of the team-approach is that students might be able to develop a more comprehensive, global perspective of the issue or agency they are studying.

As students will be asked to fill out a Field Experience/Internship Verification form, validating how they spent their 25 hours of field research, please keep a journal of your activities. The field research will likely comprise visiting field-experience sites, interviewing and talking with staff, volunteers and recipients/clients/beneficiaries of services, attending meetings, observing activities and interactions, undertaking Internet and library research, and participating in other related ways.

The presentations will be roughly 20-30 minutes, and the content for the final paper should be no longer than 10-12 pages (double-spaced). It should be noted that appendices (i.e., bibliography, interview protocols, logs, exhibits, etc.) can be added to the 10-12 page amount.

5.   PARTICIPATION (10%)

Participation includes attendance, preparedness, constructive engagement in classroom activities, and involvement in WebCT postings.

Evaluation Summary

1.   POSTINGS/REFLECTIONS ON READINGS AND COURSE   25

2.   THE EDUCATION OF ME   18
- ORAL PRESENTATION (5)
- PAPER (13)

3.   CRITICAL TASK SUBMITTED USING TASK STREAM   15

4.   FIELD RESEARCH PROJECT   32
- ORAL PRESENTATION (12)
- PAPER (20)

6.   PARTICIPATION   10

                                            TOTAL   100

NOTE: Contributions to class lectures and discussion will positively affect grades while absences may negatively do so.

Grading Framework

A = 90-100 (exceptional work)
B = 80-89 (very good work)
C = 70-79 (good work)
D = 60-69 (incoherent knowledge of course content)
F = 59 and below (inadequate grasp of course content)

9. Readings and Resources

There is one core text for this course, which will be available in the YSU bookstore.

Nieto, Sonia. (1999). *The Light in Their Eyes: Creating Multicultural Learning Communities*. New York: Teachers College Press. (ISBN 0-8077-3782-8)

Spring, Joel. (2004). *Deculturalization and the struggle for Equality: A Brief history of the Education of Dominated Cultures in the United States*. New York: McGraw Hill. (ISBN 0-07-256383-4)

Please refer to my web-site at http://www.coe.ysu.edu/~paulcarr/ for a listing of internet resources that will be helpful in undertaking educational research.

10.   Organization of Course

Week 1

a.   Introductions
b.   Preliminary comments
c.   Multicultural quiz
d.   Review of course outline and requirements
e.   WebCT and TASKSTREAM
f.   Video on anti-racism education

Week 2

a.   Some ideas for effective writing
b.   Thinking about critical analysis
c.   Preparing presentations
d.   Introduction (NIETO)
e.   Current education topics (Standards)
f.   Video on multiculturalism in US

Week 3

a.   Chapter 1 (NIETO)
b.   Presentations (Education of Me)

Week 4   ELECTRONIC CLASS

a.   Chapter 2 (NIETO)
b.   Chapter 1 (SPRING)
c.   Posting/Reflection 1

Week 5

a.   Presentations (Education of Me)
b.   Assignment 1 (Education of Me) due via WebCT (to Instructor only)

Week 6

a.   Chapter 3 (NIETO)
b.   Chapter 2 (SPRING)
c.   Some thoughts on working in groups
d.   Instructor presentation on Race and Identity

Week 7

a.   Chapter 4 (NIETO)
b.   Instructor presentation on Democracy and Social Justice in Education
c.   Presentation on TASKSTREAM

Week 8   ELECTRONIC CLASS

a.   Chapter 5 (NIETO)
b.   Posting/Reflection 2

SPRING BREAK   - March 10-15, 2008

Week 9

a.   Chapter 6 (NIETO)
b.   Chapter 3 (SPRING)
c.   The Race Game

| **Week 10** | **ELECTRONIC CLASS** |

a.   Chapter 4 (SPRING)
b.   Posting/Reflection 3 via WebCT
c.   Assignment 3, the Critical Task using TASKSTREAM, is due this week.

| **Week 11** |

a.   Student presentations for Assignment 4 (Field Research)

| **Week 12** | **ELECTRONIC CLASS** |

a.   Chapters 5 and 6 (SPRING)
b.   Posting/Reflection 4 due via WebCT

| **Week 13** |

a.   Student presentations for Assignment 4 (Field Research)

| **Week 14** |

a.   Student presentations for Assignment 4 (Field Research)
b.   Final Reflection on course is due via WebCT

| **Week 15** | **ELECTRONIC CLASS** |

a.   Field experience forms must be completed through TASKSTREAM.
b.   Assignment 4 (written Field Research project) is due via WebCT

| **Week 16** |

a.   Wrap-up and summary

NOTE: The last class will involve a discussion of the material covered in the course and the positioning of diverse perspectives on education, with an opportunity for reflection on the social context of education, especially in light of the fieldwork undertaken by students.

3708 – SCHEDULE SUMMARY

WEEK 1

WEEK 2

WEEK 3 – *Assignment 1 presentations*

WEEK 4 - (ELECTRONIC CLASS) – *Reflection 1 due via WebCT*

WEEK 5 – *Assignment 1 presentations + Assignment 1 (Education of Me) due via WebCT*

CLASS 6

CLASS 7

CLASS 8 – (ELECTRONIC CLASS) – *Reflection 2 due via WebCT*

SPRING BREAK (WEEK OF MARCH 10-15)

CLASS 9

CLASS 10 - (ELECRTONIC CLASS) – *Reflection 3 due via WebCT + Assignment 3 (Critical Task) due via TASKSTREAM*

CLASS 11 – *Field Research presentations*

CLASS 12 - (ELECTRONIC CLASS) – *Reflection 4 due via WebCT*

CLASS 13 - *Field Research presentations*

CLASS 14 - *Field Research presentations + Assignment 4 due via WebCT*

CLASS 15 - (ELECTRONIC CLASS) – *Final reflection due via WebCT + Assignment 4 field experience form due via TASKSTREAM + Written Field Experience paper due via WebCT*

CLASS 16

APPENDIX 1
FOUND 3708 AND NATIONAL STANDARDS

The National Council for Accreditation of Teacher Education is an accrediting agency established to help increase the quality of departments, schools, and colleges of education. NCATE accreditation is a voluntary peer review process of the professional education units responsible for the preparation of teachers and other professional school personnel based on national standards developed by professors and practitioners. Accredited institutions are reviewed on a five-year cycle.

For this course, the two standards that will be specifically addressed are:

- Standard 1: Candidate Knowledge, Skills, and Dispositions
- Standard 4: Diversity

To learn more about the standards and NCATE, please go to http://www.ncate.org/