SED 370.004
Secondary Education and Educational Leadership

Sociocultural & Historical Perspectives in Education

Fall 2017

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Course Time & Location: TR 9:30-10:45, Rm. 451
Office Hours: M 11-12, T 12-1, W 11-12, R 11-12, by Appt.

Credits: 3

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Prerequisites: None

I. Course Description:

SED 370 – Sociocultural & Historical Perspectives in Education (3 semester hours). This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Power, race, culture, and the struggle for identity are integrated with the overarching themes of the purpose of education, equity, equality, and the promise of democratic education so that preservice candidates may develop a professional identity that reflects the richness and complexity of American education. Additionally, this course provides an overview of public education in the U.S. today, a summary of recent educational reform, and a formative insight into the pedagogical skills and competencies most valued in the 21st century educational milieu of today.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The candidate will analyze a historical or critical issue in American education.
2. The candidate will design and present a lesson related to an issue in American education.
3. The candidates will critically analyze and evaluate current issues and research in American education.
A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1C(i). Teachers differentiate instruction, aligning methods and techniques to diverse student needs.
1C(ii). Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
1D(ii). Teachers validate each student’s comments and questions, utilizing them to advance learning for all students.
1F(i). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(ii). Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(iii). Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
2A(i). Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
2A(ii). Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
2B(ii). Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
2C. Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.
4A(i). Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
4B(iv). Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
5A(i). Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
5A(ii). Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
5C(i). Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

PPR TEST FRAMEWORK

1E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students’ social and emotional development impacts their development in other domains (i.e., cognitive and physical).
1M. Knows the rationale for appropriate middle-level education and how middle-level schools are structured to address characteristics and needs of young adolescents.
1O. Understands ways in which student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.
2D. Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.

13A. Knows legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.

ESL STANDARDS:

5G. Knows personal factors that affect ESL students’ English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

8A. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.

8B. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.

8D. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

9C. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
Candidates are expected to complete all assignments on time. Feedback will be provided for each written assignment. Candidates are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.

All assignments not completed by the due date will receive 50% of the total grade if their assignment is submitted within 7 days of due date. Assignments will not be accepted beyond the 7 day time limit. All revised assignments submitted will receive up to 50% of the total grade. In order to complete this course successfully, you must submit ALL assignments.

1. **Class / Small Group Participation (28 meetings @ 5 pts): 140 pts.**
A significant portion of the candidate’s grade will be determined by her/his active participation in class discussions and activities. **Effective: August 29th – Dec 7th.**

2. **Reflections (13@50 pts): 650 pts. Due each Tuesday beginning Week Two**
Candidates will complete personal reflections for designated readings and/or videos. The reflections should be type written, scholarly, concise evaluations of what was read or viewed, and should be personally and objectively focused, not mere opinions. The candidate should
address issues and ideas with which will add to his/her professional growth. Reflections should be 1 and not more than 2 pages in length with appropriate heading and title, submitted in hard copy to the instructor. Reflections will focus upon specific chapters of our text or designated videos / articles provided by the course instructor. **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking. Effective: Sept. 5th – Dec. 5th.

First Reflection Due: September 5th and Final Reflection Due: December 5th.

3. **Reading / Discussion Facilitations (2 @ 50 pts. ea.): 100 pts.**
   Due each Tuesday beginning Week Two
   Students will facilitate two (2) 30 – 40 minute discussions of a specific chapter in our text or reading. This process will entail a leadership activity wherein the designated small group will provide a summary of the reading followed by 3 – 5 trigger questions intended to generate discussion of the topic under consideration. The group’s assessment will be comprised of the quality of the summary, the effectiveness of the trigger questions, and the quality of the discussion that ensues. Reading / Discussion Facilitations will take place typically on a Tuesday during the first 20-25 minutes of class. Small groups will be designated in the course of the second class meeting. Effective: Sept. 5th – Dr. Armstrong / Student Small Groups through Nov. 28th.

4. **Pedagogical Activities (2 @ 50 pts): 100 pts.**
   There will be 2 small-group pedagogical activities. The course instructor will designate groups. These assignments will be grounded in shared observations, activities, and collaborative skills with appropriate participation factoring into student assessment. Specific details of these activities will be submitted during class along with the due dates. **Ties in to SFASU value of Collaboration and shared decision-making as well as creative thinking.

   - Pedagogical Activity #1 due: September 7th
   - Pedagogical Activity #2 due: October 26th

5. **Field Experience Assignments: (4 @ 25 pts. / 1 @ 75 pts.): 175 pts.
   - Field Experience Assignment #1 due: September 5th
   - Field Experience Assignment #2 due: Part 1 – September 14th; Part 2 – November 2nd; Part 3 – December 5th / 7th / 12th
   - Field Experience Assignment #3 due: Begin October 5th / Due: October 19th
   - Field Experience Assignment #4 due: TBA
   - Field Experience Assignment #5 due: Begin November 30th / Due: December 5th

6. **Field Experiences: 100 pts. Time Sheets, et. al. due NLT November 30th.**
   The COE teacher preparation program requires 10 hours of field experience for this course: two hours credit will be earned for an assignment based on research of a current TAPR report; two hours will be based on a visit to a public school for an observation experience; for the remaining six hours, candidates will conduct observations in a public school of their choice over Spring Break or other environments where children and adults interact in meaningful, organized ways, e.g. Boys & Girls Club, camps, after-school programs, etc. **Ties in to SFASU value of Service that enriches the community. Completion Date: NLT November 30th.
7. Research (Lesson) Presentations (1 @ 100pts.): 100 pts. Due dates determined in-class
In conjunction with assigned small group teams, candidates will research specific topics and develop lesson plans which will then be presented to the whole class. Presentations must incorporate the use of appropriate technology into each presentation along with constructivist learning theory. All candidates must contribute / collaborate equitably in the research and lesson presentation process, failure to do so will lead to a grade reduction calculated by the course instructor. Presentation Dates: Oct. 19th; Oct. 26th; Nov. 2nd; Nov. 9th; Nov. 16th; Nov. 30th.

8. Essay: Educational Philosophy (100 pts.) Due November 28th
Candidates will submit an Educational Philosophy essay (1-2 pages) incorporating the 7 core values of the COE as well as the various schools of philosophical thought and attitudes about the multiple roles of key stakeholders in the educational system. This essay will provide an indication of the candidate’s current perceptions of the educational milieu. **Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking. Due: November 28th.

9. ESL Activity (50 pts.) Begin October 5th
Each student will be required to complete an authentic activity focused upon the English Language Learner after completing assigned readings, research, and discussions about ESL / ELLs. Due: November 9th.
**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People

10. Exams (2@100pts.): 200 pts.
Candidates will submit a Mid-Term Exam and a Final Exam. Details for each exam will be provided by the course instructor at the appropriate time.

- Mid-Term: Received October 17th / Due: November 2nd
- Final: Received November 28th / Due: NLT December 12th.

11. Professional Dispositions (28 Meetings @ 10 pts. Per) 280 pts.
Through participation in this course, Candidates engage in the development of their professional persona. The professional dispositions under review here include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, work ethic, time management, responsiveness to professional feedback, self-reflection, and professional growth. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

12. Attendance (28 Meetings @ 5 pts. Per) 140 pts.
Attendance at the school site is extremely important for a professional teacher, as is collaboration with peers and participation in the school’s learning community. The professional dispositions under review here include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, work ethic,
responsiveness to professional feedback, self-reflection, and professional growth. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

**Ties in to SFASU value of integrity, responsibility, diligence, and ethical behavior.

QUALITY OF ASSIGNMENTS:
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proof read your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

Individual reflections, field experiences, educational philosophy, and exams will be submitted in hard copy to the course instructor.
All written and/or group assignments are to be submitted in a timely, professional manner. The due dates for specific assignments will be announced in class.

IV. Evaluation and Assessment (Grading):
Student grades will be determined by the following criteria:

1) Class / Small Group Participation: 140 pts.
2) Reflections: 650 pts.
3) Reading / Discussion Facilitations: 100 pts.
4) Pedagogical Activities: 100 pts.
5) Field Experience Assignments: 175 pts.
6) Field Experiences: 100 pts.
7) Lesson Presentations: 100 pts.
8) Educational Philosophy Essay: 100 pts.
9) ESL Activity: 50 pts.
10) Mid-Term Exam: 100 pts.
11) Final Exam: 100 pts.
12) Professional Dispositions: 280 pts.
13) Attendance: 140 pts.

Total Points: 2135pts.

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

Week # 1: Course Introduction, Small Group Assignments; Pre-Assessment; Field Experience Assignment # 1; Research Topics Selection
Week # 2: Reflection # 1 due; Facilitation # 1; Pedagogical Activity # 1; Goals vs Objectives / Bloom’s Taxonomy
Week # 3: Reflection # 2; Facilitation # 2; Field Experience Assignment # 2; Lesson Planning / Instructional Models / Strategies
Week # 4: Reflection # 3; Facilitation # 3; Lesson Planning / Instructional Models / Strategies / Assessment; In-Class Activity (“Challenging Assumptions” Article)
Week # 5: Reflection # 4; Facilitation # 4; Field Experience Assignment # 2 / Part 2; Lesson Planning Activity
Week # 6: Reflection # 5; Facilitation # 5; Field Experience Assignment # 3 – begin in-class.
Week # 7: Reflection # 6; Facilitation # 6; Intro Educ. Philosophy.
Week # 8: Reflection # 7; Facilitation # 7; Mid-Term Exam distributed / due: Nov. 2nd; Research Presentation # 1.
Week # 9: Reflection # 8; Facilitation # 8; Pedagogical Activity # 2; Research Presentation 2.
Week # 10: Reflection # 9; Facilitation # 9; Field Experience Assignment # 2 / Part 2 – Findings Due; Research Presentation # 3; Mid-Term due.
Week # 11: Reflection # 10; Facilitation # 10; ESL Activity due; Research Presentation 4.
Week # 12: Reflection # 11; Facilitation # 11; Research Presentation 5; TAPR Report Due.

*Thanksgiving Break: November 20 – 24*

Week # 13: Reflection # 12; Reading Facilitation # 12 / Reading Facilitation # 13; Research Presentation # 6; Field Experience Assignment # 5 started / Due: Dec. 5th; Educational Philosophy due; Final Exam distributed; Field Experience Time Sheets due.
Week # 14: Dead Week - Reading Reflection # 13; Field Experience Assignment # 5 due; Field Experience Assignment # 2 / Part 3 due/ begins today! (Creative Presentation: What Makes an Effective Teacher?: #s 1 & 2 / 3 & 4.
Week # 15: Finals Week – Tuesday, December 12th only - Field Experience Assignment # 2 / Part 3 continues: 5 & 6; submit Final Exam.

VI. Readings:
Required text for the course is:
2. Other course materials as distributed by instructor.

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Attendance is mandatory. This course constitutes a portion of your professional preparation. You may have two (2) excused absences. When you choose (or are compelled) to be absent you must notify the professor of the absence prior to the class. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. After 3 absences, candidates will see their final grade dropped a letter per each additional absence (dependent upon the circumstances of those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points. Two tardies will constitute an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability-related accommodations and / or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and / or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Dishonesty: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades : Policy 5.5**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; if you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

1. **Use of Cell Phones in class** – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, **cell phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.**

2. **Candidate Late Work** – **any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be accepted.** This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

   **Suggestion:** To assist candidates in their record keeping I suggest that you maintain an **Assignment Calendar** so that you may stay abreast of **Assignments Due** and possess an
ongoing record of all assignments submitted and returned. This implies that you should keep all graded assignments and compare them to Assignments Due in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.

3. Students in the secondary and all levels of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” must repeat the course and earn a “C” or better before the course counts toward certification.