I. Course Description: 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
A complete listing of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

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 complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found here.

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.

ISTE Standards
4d

INTASC Standards
1,2,3,9

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
COURSE ASSIGNMENTS:
1. Individual Research Project: Students will complete a research project related to a critical issue in education. (SLO 1-3)
2. Teaching Presentation: Students will teach a lesson related to a critical issue in education. (SLO 1-3)
3. Reflective Responses: Students will submit reflections based on assigned text chapters, articles or documents. (SLO 1-3)
4. EL Case Study: Students will write a case study based on an interview of a current or former EL student and critically analyze his/her experience. (SLO: 1)

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, identified by poor grammar, spelling, sentence structure and lack of APA style citations will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the instructor.

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Attendance/ Participation</td>
<td>Daily attendance sign in on class dojo (29 days at 5 pts per day) and Daily Reflection/Assignment/Activity</td>
<td>145 pts.</td>
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<tr>
<td>Student lesson on critical or historical topic in education (Final)</td>
<td>Lesson Plan and Presentation Include 1 scholarly journal article and one personal experience supporting your view of the topic AND include 1 scholarly journal article and 1 experience from another perspective of the topic</td>
<td>100 pts.</td>
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</tr>
<tr>
<td>Midterm assignment</td>
<td>Choose your favorite historical/critical issue in education from the semester to present. Specific assignment details will be provided.</td>
<td>100pts</td>
<td></td>
</tr>
<tr>
<td>Interview ELL, reflection and in class presentation</td>
<td>Each student must interview an ELL and create a reflection and presentation based upon the interview</td>
<td>100 pts.</td>
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</tr>
<tr>
<td>Classroom Management Plan</td>
<td>Each student will create a classroom management plan based on a classroom case scenario.</td>
<td>100 pts.</td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>600 Pts.</td>
<td></td>
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<tr>
<td>Schedule</td>
<td>Readings</td>
<td>Assignments/Activities</td>
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</tbody>
</table>
| Week one: Course Introduction 8/27 & 8/29 | Syllabi, Getting Started | Readings: www.remind.com/join/sed370f 81010 @sed370f  
Who are we presentations?  
What do we need from this class?  
What’s in a name?  
Topic list for semester  

*Thursday, August 30th: Last day to Change Schedules* |
| | | |
| Week two: Philosophy of education 9/3 & 9/5 | In Class-Dewey | Who we are influences how we teach!  
Write a philosophy of education.  
|
| Week three: Governance and Politics in Education 9/10 & 9/12 | Reading- Dewey article | Group quiz on Dewey reading 9/12  
Make a flow chart showing who makes decisions about public schooling in Texas  
|
| Week four: Classroom Management 9/17 & 9/19 | Reading-Chapter 3- Dean | Activity/Discuss Chapter 3  
Create and present a group presentation/scenario  
Classroom Management Plan Assignment due 9/24  
|
| Week five: Public school culture, Historical education events/laws 9/24 & 9/26 | Reading- Chapter 1- Dean | Activity/Discuss Chapter 3  
The culture of teaching  
Guest speaker: Bags of Love  
|
| Week six: Current educational issues 10/1 & 10/3 | Reading- Chapter 9-Dean | Activity/Discuss Implicit Bias Completed prior to class from Chapter 9 in the text  
Revise Classroom Management plan  
|
| Week Seven: Current educational issues 10/8 & 10/10 | None | Activity/Discuss : Fake News  
Student taught lesson on historical event  
|
| Week eight: State standards and testing 10/15 & 10/17 | TBD | Student taught lesson on historical event  
|
| Week nine: Legal and ethical issues 10/22 & 10/24 | In Class- Texas Educators Code of Ethics | Activity/Discuss Chapter 7  
10/22: In class work day  
Create a reader’s theater illustrating 3 situations inspired by the Texas educators code of ethics and perform for the class Wednesday, October 24th: Last day to drop courses  
|
| Week ten: Culturally relevant pedagogy 10/29 & 10/31 | ESL Video Chapter 6- Dean | Interview an ELL assignment presentations (SLO 1-3)  
|
| Week eleven: Culturally relevant pedagogy 11/5 & 11/7 | Review Chapters 7/8-Dean | Interview and ELL assignment presentations. (SLO 1-3)  
Reflection due to D2L  
|
| Week twelve: Technology in schools 11/12 & 11/14 | None | Review database research  
Present a technology that would help teach your content area  
|
| Week thirteen: | None | Thanksgiving Break  
|
| Week fourteen: 11/26 & 11/28 | Chapter 10 – Dean | Present a scholarly research article in your content area. (SLO 1-3)  
|
| Week fifteen: 12/3 & 12/5 | | Choose your favorite historical/critical issue in education from the semester, write a brief narrative about the topic, a poem/song that captures the feelings of the student related to the topic, or a comic/drawing showing the topic in a classroom setting. Final Presentations begin.  
|
Week sixteen: Final Exam/Project/Presentations 12/10 & 12/12

Choose your favorite historical/critical issue in education from the semester, write a brief narrative about the topic, a poem/song that captures the feelings of the student related to the topic, and a comic/drawing showing the topic in a classroom setting.

VI. Readings:

Required text for the course is:

*Thrive, Not Survive* Edited by Heather Dean

**LiveText**

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk email. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

**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 Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins 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:

**Attendance**

**Attendance is mandatory.** This course constitutes a portion of your professional preparation. You have two excused absences. Any more than the allowed absences may result in the lowering of the final grade in the course by a letter. If you get 5 or more absences, you will be dropped from the class with a grade of F.

**Students with Disabilities**

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/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

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.

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

**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).

**Withheld Grades Semester Grades Policy (A-54)**

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.

**Acceptable Student Behavior**

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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Undergraduate Teacher Certification**

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

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.

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.

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:
