SED 370.004
Sociocultural and Historic Perspectives in American Education
Fall Semester 2018; T-Th 2:00-3:15, McKibben Building, room 463

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Prerequisites: None

I. Course Description: This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. This course addresses the integration of power, race, culture, and the struggle for identity as overarching themes in addressing the purposes of education, equity, equality, and the promise of democratic public education; and, prepares pre-service candidates to begin developing a culturally relevant professional identity in preparation for the richness and complexity of American education.

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

A complete listing of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

SED Program Learning Outcomes:

The candidate will develop and adapt an understanding of content specific instruction based on the needs of diverse students in a global and digital society.
The candidate will demonstrate an understanding of critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

**The mission of the James I. Perkins College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.**

This course helps enable the pre-service candidate to:

- Understand the development, creation and adaptation of instruction and assessment for all students.
- Understand the purpose of education and philosophical perspectives including professional, legal and ethical issues.
- Understand an effective management for a diverse learner-centered classroom.
- Understand the importance of implementing and modifying instruction based on the needs of diverse students and incorporating technology as appropriate.
- Understand some strategies and methods for reading and literacy in various contents.

**SED 370 Student Learning Outcomes:**

1. The candidate will analyze and present historical or critical issues in American education.
2. The candidates will critically analyze and evaluate current issues and research in American education.

Because this is the initial course in the Secondary Education Teacher Education Program, students will address and be better able to:

- Define and illustrate the importance of a learner-centered environment and learner-centered instruction.
- Demonstrate an awareness of the cultural, ethnic, and racial diversity of the students in the secondary classroom.
- Demonstrate an awareness of environmental factors that influence the learning process.
- Demonstrate an awareness of the resources and legal issues surrounding students with special needs.
- Identify various learning styles.
- Identify the basic elements of productive student-centered communication.

This course and the James I. Perkins College of Education places an emphasis on and is committed to the following values:

- Academic Excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, to culturally diverse people, and to innovation and change
Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

College and Career Readiness Cross-Disciplinary Standards

This course addresses cross-disciplinary standards as tools which help pre-service teachers understand and put into practice methods and concepts to further challenge, engage, and evaluate not only their own learning and the deeper meanings of effective pedagogy, but also to help in preparation for future quality classroom experiences. These standards include key cognitive skills such as reasoning and problem solving, including foundational skills such as reading, writing, data analysis, and conducting research.

Both the academic and business worlds emphasize the importance of being able to apply these skills across a wide variety of contexts and subject matter. They describe 21st century learning and work environments in cross-disciplinary skills are prerequisites to solving many of the most important problems students will encounter in college and the workplace. These problems require applying knowledge across disciplines and subject areas and the mastery of a foundational set of communication and critical analysis skills that span subject areas. Pre-service teachers not only must possess content knowledge, they also need to apply key cognitive skills to the academic tasks presented to them, most of which require much more than simple recall of facts.

These cross-disciplinary standards enable pre-service teachers to engage in deeper levels of thinking in preparation for the transition from an environment where a primary focus was placed on acquiring content knowledge to one of possessing complex cognitive skills necessary to achieve deeper understandings of the content while teaching others to do so, as well. The cross-disciplinary skills include (I) Key Cognitive Skills, which include intellectual curiosity, reasoning, problem solving, academic behaviors, work habits, and academic integrity; and, (II) Foundational skills, which include reading, writing, and research across the curriculum, use of data, and use of technology. Further information concerning the College and Career Readiness Cross-disciplinary Standards will be discussed during the course.

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.

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.

III. Course Assignments and Activities:

COURSE ASSIGNMENTS: This course will address culturally relevant pedagogy, constructivist teaching and instructional strategies, and the further development of critical thinking skills, which includes historical and philosophical perspectives of social justice in America, past and present American cultures, and public school governance. In so doing, in an effort to augment the student’s ability to affectively express ideas creatively both in writing and verbally, this course will not only examine any required text(s) and important educational topics in class, but a variety of articles and educational topics which will be posted on the class webpage, as well. In many ways, this is a hybrid course. All course assignments will be completed in D2L. Assignments are listed in ‘Dropbox’. This course encompasses 10-12 graded assignments. Further, each assignment in this course addresses TEKS Training or Training in TEKS.

While an effort will be made to do so, in all likelihood, not all required assignments will be discussed in class. It goes without saying, that assignments are a vital portion of the course. That said, the final course grade evaluation and summary for each student enrolled in this course will be determined not only by the timely completion of the assignments, but
class participation, as well. *Class discussions* on various educational topics throughout the semester are essential for successful completion of the course, and to gain a better understanding of the educational profession and pedagogy. Regular attendance is required to not only pass the course, but to be accepted into the Teacher Education Program.

**MAJOR COURSE TOPICS:**

Assignments, presentations, and class discussions may be selected from but not limited to the following topics:

- Plessey vs. Ferguson (1896) – Supreme Court decision
- Brown vs. Topeka Board of Education (1954) – Supreme Court decision
- The Scopes Trial (1925) – The State of Tennessee vs. John Scopes
- The Committee of Ten (1893) – National Education Association document
- B.F. Skinner – Operant Conditioning
- Robert Gagne – Conditions of Learning
- Jean Piaget – Cognitive/Developmental Theory
- Lev Vygotsky – Cultural/Historical/Psychological Development
- Albert Bandura – Social-Cognitive Development
- Theory of Academic Motivation; Seligman & Atkinson – Learned Helplessness; Perspectives in Motivation
- Report – *College Learning for the New Global Century*
- Article – *Our Vanishing Work Ethic*.
- Chapters from a book entitled *The Courage to Teach*.
- *This American Life: Shouting Across the Divide, episode #322*. Originally aired on *This American Life*, a weekly program from Chicago Public Radio, this one hour program is located at [www.thisamericanlife.org](http://www.thisamericanlife.org).
- Paulo Friere, *Pedagogy of the Oppressed*.
- Pedro Noguera, *Transforming High Schools*.
- Plato, *Republic, Book VII, Allegory of the Cave*.
- If possible, reflective essays on scenes from the following films: *The Water is Wide; Freedom Writers; Mona Lisa Smile; The Emperor’s Club; Friday Night Lights; Dead Poet’s Society; Finding Forrester; and, others*

Also, this course addresses the following educative topics:

- Introduction to the teaching profession
- Learning theories – constructivism, critical thinking, higher order thinking
Culturally relevant teaching
Philosophy of education
Psychology of learning
Purposes of education
Constructivist teaching models
Obstacles to learning
Diversity (race, ethnicity, culture, special populations, learning differences, etc).
Applications of human growth and development
Aspects of effective/non-effective communication, including uses of Electronic Media
Code of ethics/legalities
Motivations to enter the teaching profession
Historical perspectives of curricular design and school reform
Public school culture
Current and historical educational issues
Significant court decisions affecting school reform
Standardization from local, state, and national perspectives

REFLECTIVE ESSAYS
Several assignments from course readings and class discussions will examine the student’s ability to interpret, analyze and evaluate ideas within the conceptual framework of critical thinking. These assigned essays are designed to cover educational topics and many of the basic skills or competencies displayed by good critical thinkers, as well as promote the further development of those critical thinking skills explicitly and directly. Assigned essays will, in turn, require individual insight within the student’s field of study and to everyday living.

Written essays should be well articulated with an analysis of ideas and relevant information; well constructed and convincing arguments; fair evaluation of diverse points of view; and, distinguishing that which is verifiable from mere conjecture. That is, essays must reveal scholarly expressions reflective of appropriate university 300-level course writing skills and development, critical analysis of the topic and personal insight. Poorly written and grammatically incorrect essays will be graded accordingly, if at all.

EDUCATIONAL PHILOSOPHY
This assignment gives pre-service teachers an opportunity to express personal philosophical beliefs concerning how individuals learn and broad educational practices.

PRESENTATIONS AND DIRECTED CLASS DISCUSSIONS
All students will participate in class presentations regarding the course topics. Individuals or groups (no more than 2 per group) are responsible for planned presentations and leading subsequent class discussions. Each presentation will discuss a detailed review of a topic and discuss its successes, relevance to education and pedagogy, initiatives, implications, and/or failures, as well as offer any possible suggestions. Presentations and follow-up class discussions should be 30-45 minutes in length.
Presentations are meant to disseminate newly found information and an academic understanding of the topic. While opinions or beliefs may be a vital part of the presentation, the project are not merely an exercise of reporting or reviewing one’s established personal ideas, opinions, or beliefs, only.

All assignments are submitted through ‘Dropbox’ in D2L. All assignments and/or portions of all assignments, including due dates, are subject to and quite likely to alteration in some form.

To better prepare for the teaching profession, this course is purposely designed with a reasonable amount of ambiguity. Doing so helps prepare the pre-service candidate for the unpredictable climate of the secondary classroom and challenges the student’s ability to manage time, improve critical thinking skills, develop problem solving skills, and become self-autonomous. In that light, additional coursework may be required without prior notice, which would include unscheduled additional reading assignments, class presentations, unscheduled class discussions, research assignments, and/or any written assignments. Also, as with actual teacher contracts, students shall be subject to assignment changes as well as changes in class responsibilities and/or work. The final semester grade may be determined by the quality of and individual dedication to these unscheduled assignments or changes. This is not a content oriented course. That is, this course is an overview and introduction about genuine understandings of pedagogy, curriculum design, human growth and development, and, among other topics, the purposes of education.

IV. Evaluation and Assessments:

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

Grades

Because this course and the Teacher Education Program promotes and emphasizes time management skills, assignments submitted after due dates without prior arrangement, justifiable health issues, school sponsored activities, and/or not within submission guidelines or format will not be accepted. Grades for assignments will be posted at the discretion of the instructor. Each written assignment submitted will receive an alphanumeric grade. Final semester grades will be determined by averaging most or all individual assignment grades.

Superior grades are reflective of superior work, such as providing scholarly critical analyses and personal reflections of reading assignments and/or with any subsequently required written responses or writing assignments; intellectual reasoning and active participation during class discussions; a passion for learning; and, a commitment to developing excellence in teaching. A portion of each student’s grade will be subjectively determined by active participation in inquiry-based class discussions and/or group
activities. Efficient and well organized note-taking is highly recommended. Average or merely adequate work will receive an average grade. Poorly written work will be penalized or not accepted for credit. Assignments are due on or before posted due dates.

-Well written and grammatically correct essays/narratives turned in on schedule which feature (1) clearly expressed relevant personal ideas and reflections; with (2) supporting details and/or examples in regards to prompts and topics; (3) contain insightful, critical, and reflective analysis; and, (4) clearly exhibited and well organized information and ideas within well constructed and grammatically correct paragraphs with correct spelling and appropriate word usage will receive an A (90-100).

-Any assignment submitted with less than what is stated above will be graded accordingly, if at all. This course has little to no tolerance for mediocrity in student work. The teaching profession requires the utmost in student dedication, motivation, and commitment.

-Written assignments with irrelevant information which contain mere opinion or conjecture without supporting evidence, contain little or no evidence critical and reflective analysis, with multiple grammatical errors, and/or turned in late will a grade no higher than a D (60-69).

-Written assignments not attempted, submitted late, plagiarized, and/or clearly disregarding instructions or questions embedded within prompts will receive an F (0-59).

V. Required texts:

This course will require multiple resources. Some class readings will be provided while others are to be downloaded by the student from electronic resources. For this semester, student purchase of a required text is not necessary.

Research resources for this class include but are not nearly limited to the following:


VI. Tentative Course Outline & Topics

Week 1-4: Introductions. Overview of Teacher Education program. Class discussions on the following topics: Purposes of Education; Conditions for learning; Discussions of needed reforms in education; Addressing changes in American culture & identifying and examining American youth; Discussing how we think and learn; Being Professional; and, Being philosophical. Begin initial on-line assignments regarding class discussions, any class readings, and class presentations.

Week 5-7: On-line assignments continue. Begin class presentations on class topics.


Week 13-15: Understanding learning processes, planning effective, engaging instruction with appropriate assessment. Complete on-line assignments and class presentations.

VII. Course Evaluations:

Near the conclusion of the semester, students in the College of Education evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement; (2) Instruction evaluation purposes; and, (3) Learner evaluation, assessment, and responsiveness purposes. As you evaluate this course, please be thoughtful, thorough, and accurate. In the COE, the 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 the final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance:

This class places an emphasis on active learner-centered instruction and preparation for the teaching profession. Class discussions are not only a vital portion of this course, but, perhaps represent its most valuable element. In that light, each student, as preparation for the teaching profession, must be engaged in class discussions, must attend class regularly, be on time, and be prepared for optimum learning. Moreover, during the distinctively human activity of scholarly class discussions, individuals should to do so without the interference and use of personal electronic devices. Simply stated, with the exception of electronic note-taking, electronic devices must be turned off…texting is not only
disrespectful to others in the class and is a deterrent to attentiveness and meaningful learning.

The SFASU COE secondary teacher education program is preparation for a profession that requires strict adherence to professional conduct and performance. With that understanding, it is implicit that students begin making the transition into the teaching profession as an active scholar practitioner. Accordingly, students’ attendance must be consistently reliable. Regardless of a student’s average grade, 3 unexcused absences will result in a deduction of at least a full letter grade from the final course average. No credit will be received after 4 unexcused absences. Attendance sign-in sheets will be distributed randomly during the course during the semester.

As stated earlier, candidates are expected to attend all sessions, arrive on time, and actively participate in class. University policy lists the following reasons for excusing student absences:

- Health-related issues
- Family emergencies
- Student participation in University-related activities

It is understandable that you may encounter any of these during the term. However, to be excused, absences require appropriate documentation.

Tardiness in the teaching profession is unacceptable. Likewise, unless unavoidable, tardiness for pre-service teachers is definitely undesirable. Chronic tardiness will be viewed as detrimental to a candidate’s success in the teacher education program and may unfavorably affect not only the student’s final semester grade, but their continuation in the education program, as well.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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 polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating and plagiarism 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. Some 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 original author(s) due credit, which may involve copying in whole or part a published source such as a book, journal, magazine, internet document, etc., or submitting another’s work, including current or related course assignments or essays. Any sources that you use in your work must be properly acknowledged. A plagiarized assignment will receive a zero grade. All parties involved in any instance of plagiarism will receive no credit for that work even if one was the original author. Plagiarism may result in failure of the course.

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

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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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.texes.ets.org/registrationBulletin/ <http://www.texes.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.

Use the following format for your philosophy statement:

**The Title of Your Educational Philosophy Should be in Bold 18-22 point font**

Your Name (16 point font)

SED 370
Stephen F. Austin State University
Fall 2018 (14 point font)

Your philosophical statement should contain 50-75 words. (12 point font)

**References:**

Any reference should be in an APA style format. A properly referenced document gives power to your words.