SED 370.001

Department of Secondary Education
& Educational Leadership

Sociocultural and Historic Perspectives in American Education

Spring 2018

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Course Time & Location: MW 10:00-11:15 / MKB 451
Office Hours: M 9-10; T 11-12; Wed.-Fri. by Appt.
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Course Credits: 3 Hrs.

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. 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/ELL Standards):

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 adaption 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.

**III. Course Assignments and Activities:**

**COURSE ASSIGNMENTS:** This course will address culturally relevant pedagogy and the
further development of critical thinking skills. This course will examine important educational topics. All course assignments will be completed in D2L. This course encompasses 10-12 graded assignments.

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

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

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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  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.

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 3 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 projects 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.

As with real world situations, assignments, readings and class responsibilities are subject to change without notice.

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.

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.


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:

A. Class Attendance: Policy 6.7

Regular, punctual attendance, documented participation, and 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. 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted university excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Personal Days—Students are expected to attend all classes, arrive on time, sign in, and actively participate in class. Students are allowed two “personal days” that they may take at their discretion, but only with prior notification. You may notify the instructor by phone, email, or during class time. Exam days are excluded from this policy. Work due on the day you are absent must still be submitted on that day, by a classmate or electronically.

B. Excused Absences—You also have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. UNEXCUSED ABSENCES—Every unexcused absence besides the 2 personal days will result in a letter grade reduction. At 5 unexcused absences, you will fail this course. This is the same rule as in SFA Student Teaching. It is YOUR responsibility to NOTIFY the instructor if you are going to be absent.

D. Tardies—Two tardies will count as one absence. This is the same rule as in SFA Student Teaching.

*Note: Sleeping and texting in class are not acceptable behaviors and will be evaluated as a lack of professional behavior and will be reflected on your professional dispositions grade. As a professional teacher, you will be responsible for other peoples’ children – choose to be responsible and/or motivated enough to partake of every learning opportunity in your pre-service training. Remember, you are developing professional dispositions that will define you for the course of your career.

E. LATE WORK POLICY—Missed exams and quizzes may only be rescheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work on major
grades will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately. Late work of assignments worth more than 20 pts. may be accepted up to a week late by the professor with a 30% penalty.

F. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6. 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, 936-468-3004 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/

G. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: - using or attempting to use unauthorized materials on any class assignment or exam;

-falsifying or inventing of any information, including citations, on an assignment; - 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 one’s own. Examples of plagiarism include, but are not limited to: - submitting an assignment as one's own work when it is at least partly the work of another person;

-submitting a work that has been purchased or otherwise obtained from the Internet or another source; - incorporating the words or ideas of an author into one's paper or presentation without giving the author 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).

H. Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

I. 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

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

3. 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.

4. Provide one of the following primary ID documents: passport, driver’s 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.

5. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu

K. Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If the instructor asks you to refrain from using your personal and/or mobile devices in class and you continue to do so, that is a violation of your professional dispositions and will be penalized on that part of your class grade. If you are expecting an important call during class time, please inform the instructor before class.

L. Undergraduate Teacher Certification

The “Undergraduate Initial Teacher Certification Handbook”, available on-line at the college of Education website contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handbook.