Secondary Education and Educational Leadership  
SED 370.002  
Sociocultural and Historic Perspectives in American Education  

Spring 2018

Instructor: Dr. Amanda Rudolph  
Office: 401 McKibben  
Office Phone: 468-1891  
Email: rudolpham@sfasu.edu

Course Time & Location: TR 8:00-9:15, McKibben 451  
Office Hours: TR 9:30-12:00 and by appointment  
Credits: 3

Prerequisites: None

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):

The objectives for this course, as with the intended learning outcomes, conform to the James I. Perkins College of Education's Conceptual Framework. Specifically, all course-related activities strive to facilitate the inculcation of the PCOE's Core Values, those being: *academic excellence* through critical, reflective, and creative thinking; an appreciation for and understanding of the relevance for *lifelong learning*; recognition of the importance of *collaboration* and shared decision making; *openness* to new ideas, culturally diverse people, and innovation and change; enhanced application of the practice of *integrity*, responsibility, diligence, and ethical behavior; and the development of a personal and professional commitment to *service* that enriches the community. It is the mission of the Perkins College of Education to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, this course seeks to prepare each teacher candidate in the development of those skills and abilities necessary for meaningful, effective instructional leadership with a wide array of diverse learners.

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:

1. **Thinking Journal (3 @ 25 pts) : 75 pts.**
Candidates will complete a thinking journal for designated readings. The candidate should address issues and ideas with which he/she **agrees, disagrees, does not understand, or has never contemplated**. These should be 1 - 2 pages, typed with appropriate heading and title, submitted in via D2L to the instructor.

2. **Autobiography Paper: 100 pts.**
Candidates will complete an autobiography. More details will be given in class.

3. **Lesson Presentations 100 pts.**
In conjunction with assigned small groups or individually, 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.

4. **ESL Case Study 100 pts.**
Each student will be required to complete a case study focusing on an ELL that is currently enrolled at SFASU. Detailed guidelines will follow.**Ties in to SFASU value of Openness to new Ideas and Culturally Diverse People**

5. **Final Exam Presentation 100 pts.**
Candidates will submit a Final Exam. Details for each exam will be provided by the course instructor at the appropriate time.

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.

All work will be submitted via D2L to the course instructor.

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

1) Thinking Journal: 75 pts.
2) Autobiography: 100 pts.
3) Lesson Presentations: 100 pts.
4) ESL Case Study: 100 pts.
5) Final Exam: 100 pts.

**Total Points: 475 pts.**
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:

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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment</th>
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<tr>
<td>T 1/16</td>
<td>SNOW DAY</td>
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<td>R 1/18</td>
<td>Syllabus and Intro</td>
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<td>T 1/23</td>
<td>Current Issues and Trends Ch.5</td>
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<td>R 1/25</td>
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<td>T 1/30</td>
<td>Those Who Can, Teach Ch. 10</td>
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<td>R 2/1</td>
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<td>Autobiography Due</td>
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<td>T 2/6</td>
<td>Why Race Ch. 1</td>
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<td>R 2/8</td>
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<td>Blue Eye/Brown Eye</td>
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<td>R 2/22</td>
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<td>Lesson Presentation</td>
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<td>Why Race Ch. 3</td>
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<td>Lesson Presentation</td>
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<td>T 3/27</td>
<td>Getting Started with ELL Ch. 9</td>
<td>Thinking Journal #2</td>
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<td>R 3/29</td>
<td>EASTER</td>
<td>HOLIDAY</td>
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<td>T 4/3</td>
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<td>R 4/5</td>
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<td>ELL Case Study</td>
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<td>Lesson Presentation</td>
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<td>T 4/10</td>
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<td>T 4/17</td>
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<td>R 4/19</td>
<td>Those Who Can Teach Ch. 12</td>
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<td>T 4/24</td>
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<td>Thinking Journal #3</td>
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<td>R 4/26</td>
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<td>Lesson Presentation</td>
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<td>T 5/1</td>
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VI. Readings:
Readings will be provided by professor.
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 e-mail. 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.

**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 and 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:

1. **Use of Cell Phones in class** – Cell phone use 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 so shall their presence be viewed in your internship class.

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. No reflections will be accepted late.