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.

Course Justification
This section of SEED 3370 Sociocultural and Historic Perspectives in American Education (3 credits) is conducted exclusively through an asynchronous online format with no required livestream meetings. Students complete weekly readings, frequent reflection papers, a critical issues project, and a lesson plan. These activities require a minimum of six hours each week for 15 weeks.

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. Critical Issues Project: Students will explore a critical issue in education. (SLO 1-3)
2. Lesson Plan: Students will design a lesson plan that reflects the principles of culturally responsive pedagogy and anti-racist education. (SLO 1-3)
3. Weekly Journaling: Students will respond to prompts and engage in activities on a weekly basis in their online journal. (SLO 1-3)

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 proofread 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.

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

All work will be submitted via D2L.

Attendance/Professional Dispositions At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, including: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus.
**Supports the PCOE core value of Integrity, responsibility, diligence, and ethical behavior.

Late Work Policy: Late work is accepted, however this is a 10% deduction per day, including weekends. (A submission to D2L will end the day count, but you are expected to submit the physical paper on the next class meeting).

8. Professional Growth Opportunities Extra Credit Opportunities. Just as professional educators have the opportunity for continued professional growth, students will also be given the opportunity to extend, elaborate, and apply their classroom learning to two educational experiences outside of the classroom setting. These experiences will vary with the semester depending upon community and university events. **Supports the COE core value of Life-long Learning.

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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Critical Issues Project (SLO 1-3) | Students will explore a critical issue in education | 100 | Oct 19

Lesson Plan (SLO 1-3) | Students will design a lesson plan that reflects the principles of culturally responsive pedagogy and anti-racist education. | 100 | Draft due Nov 9; Lesson plan due Nov 30

Weekly Journal Responses | Students will respond to prompts and engage in activities on a weekly basis in their online journal | 13 @ 10 pts = 130 | Weekly

Field Experience | Student will take part in a field experience in order to explore course topics in a local context | 100 | TBD

Total | 430 |

V. Course Outline/Calendar:

Note: This is an outline and is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Due</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction, Syllabus, Identity</td>
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<td>August 31</td>
<td>Bias in Education</td>
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<td>September 7</td>
<td>Native American Education and Self-Determination</td>
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<td>September 14</td>
<td>Gender, Sexism, and Sexuality in Education</td>
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<td>September 21</td>
<td>Poverty, Race, and Oppression</td>
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<td>September 28</td>
<td>Mexican American, Latinx, and Bilingual Education</td>
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<td>October 5</td>
<td>Black Americans and Education</td>
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<td>October 12</td>
<td>Black Americans and Education: Teaching for Black Lives</td>
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<td>October 19</td>
<td>Asian American Education</td>
<td>Critical Issue Project</td>
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<td>October 26</td>
<td>Anti-Racist Teaching: Rationale, Standards, Pedagogy</td>
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<tr>
<td>November 2</td>
<td>Anti-Racist Teaching: Curriculum Development</td>
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<tr>
<td>November 9</td>
<td>Anti-Racist Teaching: Culturally Sustaining Assessment</td>
<td>Lesson Plan Draft</td>
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<td>November 16</td>
<td>Neoliberal Reform in Education</td>
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<td>November 23</td>
<td>--Thanksgiving Break--</td>
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<tr>
<td>November 30</td>
<td>Lesson Plan Roundtables, Dialogue, Reflection</td>
<td>Lesson Plan</td>
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<tr>
<td>December 7th</td>
<td>--Final Exams Week--</td>
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VI. Readings:

Readings will include articles, book chapters, and other materials posted on the course’s Brightspace page. There are no required textbooks for this course.

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 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. 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 polity 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

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 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
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: