Department of Secondary Education and Educational Leadership  
SED 370.001  
Sociocultural and Historic Perspectives in American Education  

Spring 2020

Instructor: Dr. Chrissy Cross  
Course Time & Location: ECRC 204, 12:30-1:45 pm
Office: ECRC 209k  
Office Hours: M-F 9:30 am – 10:30 am
Office Phone: 936-468-2908  
Credits: 3
Email: crossc1@sfasu.edu

Prerequisites: None

Timely Response Statement: Since this is an online course, I will respond to email inquiries within 48 hours M-F, 8-3 pm, unless I am out of town at a conference then response time will be within 72 hours.

Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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

SED 370 Sociocultural and Historic Perspectives in American Education (3 credits) meets twice each week in 75-minute segments for 15 weeks and also meets for a two-hour final examination. Students complete weekly outside reading assignments, reading quizzes, and are required to implement teaching presentations throughout the semester. These outside 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. Individual Research Project: Students will complete a research project related to a critical issue in education. (SLO 1-3)
2. Teaching Presentation: Students will teach a lesson related to a critical issue in education. (SLO 1-3)
3. Reflective Responses: Students will submit reflections based on assigned text chapters, articles or documents. (SLO 1-3)
4. ELL Case Study: Students will write a case study based on an interview of a current or former ELL student and critically analyze his/her experience. (SLO: 1)

**QUALITY OF ASSIGNMENTS:**

High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please 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. Late work will be penalized by a subtraction of 3 points per day late. Many assignments are considered Mastery Learning and a revise and resubmit option may be granted by the instructor, however, once the due date for revisions has passed, no grade adjustment will be given. Reflection assignments are not eligible for revise and resubmit option, late reflections will be given a grade of zero. Field experience reflections must be turned in by the due date, late field experience reflections will be given a grade of zero. Interactive journal entries cannot be accepted after the day of class since they are evidence of participation during that class period.

**IV. Evaluation and Assessment (Grading):**

Student grades will be determined by the following criteria:

All work will be submitted via D2L or on another digital platform, unless otherwise noted by the instructor.
**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.**

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

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Individual Research Project (SLO 1-3)</td>
<td>Students will complete a research project related to a critical issue in education</td>
<td>100</td>
<td>4-7-20</td>
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<tr>
<td>Teaching Presentation (SLO 1-3)</td>
<td>Students will teach a lesson related to a critical issue in education</td>
<td>100</td>
<td>4-23 through 4-30</td>
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<tr>
<td>Reflective Responses</td>
<td>Students will submit reflective responses based on assigned text chapters, articles, documents or field experiences</td>
<td>5 @ 20 pts = 100</td>
<td>Various times</td>
</tr>
<tr>
<td>ELL Case Study</td>
<td>Students will write a case study based on a critical analysis of an interview of a former or current ELL student</td>
<td>100</td>
<td>2-25-20</td>
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<tr>
<td>Mandatory Field Experiences</td>
<td>Students will complete field experiences and assessments related to those experiences</td>
<td>100</td>
<td>Naomi Shiab Nye Event-STEM Day- March 27th 8-3 pm</td>
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<tr>
<td>Attendance/Participation</td>
<td>Students will attend class regularly and participate in class activities including in the in class journal activities.</td>
<td>100</td>
<td>Throughout the semester</td>
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| Total                                    |                                                                               | 600    |                           |

V. **Tentative Course Outline/Calendar:**

This calendar is subject to change as the course content and student needs develop through the semester.

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<tr>
<th>Assignment</th>
<th>Description</th>
<th>Week</th>
<th>Points</th>
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<td>Title</td>
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<tr>
<td>Intro/Syllabus/volunteer forms/ Nac ISD sign up/ Facebook Group 6 stations</td>
<td>1. Syllabus-paper for questions or white board&lt;br&gt;2. Video of name/pronouns, post to class Facebook page&lt;br&gt;3. Name tents-include 3-5 symbols Sickers&lt;br&gt;4. Community Agreement Station- Write on large sticky paper or white board&lt;br&gt;5. Field Experience Events- Background check Nacogdoches ISD</td>
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<td>Texas Educators Code of Ethics, reader’s theater assignment. Each person will choose a code of ethics and then write a reader’s theater for that ethic. Bring to class Tuesday and you will present in groups? Code of ethics presentations.</td>
<td>Teacher bias- Day 1</td>
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Do KWL for Mass incarceration—Fill out K side as exit ticket.

Homework: 13th Movie and Infographic- Create an infographic that includes Discussion on 13th-Mass incarceration—what is the teaching connection.

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Online Assignment

Race in the Classroom-
Homework: AAP article, write a situation that is something you experienced or something you heard about from a friend that connects to a concept in the AAP paper

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Share experiences from AAP article.

Small group discussion about AAP article...create a poster showing how you can connect the AAP article to classroom environment

Microaggressions video- 18 min.?
https://www.youtube.com/watch?v=ZahtlxW2C1Q

Jigsaw- White teachers need to see color, here’s why.

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Homework- Read


Create a visual (picture, graph, infographic, digital art, painting, drawing, etc.) showing the differences between sex and gender. Bring it to class on the 19th. Feel free to use resources from the internet.

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Gender in the classroom

What about Caster Semenya?
Small group discussions

TX UIL rules: https://www.uiltexas.org/policy/constitution/general/nondiscrimination

What is gender? what is sex? 18 min.
Video: https://www.youtube.com/watch?v=2yM_P6WdRJU

Revisiting your visual....

Treating your students the way they prefer to be treated
Transgender students—article about suicide rate?

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History of Gender in US Education?

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<td>2-18-20</td>
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<tr>
<td>Topic</td>
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<td>Gendered subjects.... Julian Vasquez Heilig Article</td>
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<td>ELL’s Assignment ELL interview and case study</td>
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<td>Give example case studies in class.</td>
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<td>Directions: Students will create a 5 question interview for someone they know who is/was at one point in their lives an ELL. Questions in the Interview should primarily be about the educational experiences of the ELL and how language acquisition impacted those educational experiences. After the interview, the student will write a brief (1/2 page) case study summarizing the experiences of the person they interviewed, concluding with a question for a teacher/school employee about how to accommodate for that person's evolving language acquisition experiences.</td>
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<tr>
<td>Immigration, Migration, ICE raids in schools Assignment Due: ELL interview and case study on D2L</td>
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<td>Homelessness Read Wagnon Homelessness article and create at least a 5 frame comic about a teacher doing something in their classroom to accommodate a homeless student. Draw with a dark pen/pencil or marker so that your picture will upload and other students can see your work. Upload to class FB page.</td>
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<tr>
<td>Present comics Homelessness Day 2</td>
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<tr>
<td>TBA</td>
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<td>Separation of Church and State, Religion in the Classroom Lesson Plan Overview</td>
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<tr>
<td>Low SES students, poverty, deficit theory</td>
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<td>Special needs students IDEA</td>
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<td>Student political views and student rights in the classroom</td>
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<tr>
<td>Trauma Sensitive Teaching Foster Kids</td>
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<td>White supremacy as a cultural phenomenon, becoming anti-racist</td>
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<tr>
<td><strong>Rough Draft Lesson Plan Due</strong> Research sDue</td>
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<tr>
<td>School governance and laws, day 1</td>
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<tr>
<td>School governance and laws, day 2</td>
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<tr>
<td>Lessons</td>
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<td>Lessons</td>
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VI. Readings:

1. A Netflix subscription is required to view the movie “13th”. A free one month subscription can be used and cancelled after the first month of class. www.netflix.com
2. Journal articles provided as assigned reading

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/. 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.
Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp 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/). 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 snyderk1@sfasu.edu.

Rules for SFA Secondary Students

While Observing, Tutoring, Interning, or Completing Field Experience Hours

1. Dress and grooming should be in keeping with the school’s faculty dress code. Remember that appropriate dress is helpful in establishing a professional image in the eyes of public school personnel and students. All grooming should be conservative and under no circumstances violate the student or teacher dress code. If your professor
or district teacher suggests you refrain from wearing certain items and you continue to do so, you will receive a deficiency notice.

2. You should act professionally at all times when interacting with school personnel, students, parents, and other interns.

3. **Failure Clause:** You may immediately earn an “F” in SED 370 due to the following reasons:
   - You falsify any records or documents, including hour sheets
   - Your placement site teacher or administrator asks for you to be removed
   - You have violated state or federal law
   - You have violated The Code of Ethics and Standard Practices for Texas Educators
   - You have violated school and/or district policy
   - You have violated university policy
   - Any other egregious acts of non-professional behavior
   - You take, consume, sell, provide, or have in your possession, alcohol or illegal drugs in any form, on a school campus or at an event where you are receiving field experience hours

I understand that any of the above violations will result in an **“F” in SED 370**, and possible dismissal from the Secondary Education program and the Educator Preparation Program at SFA as well.

4. You may also earn an “F” in the course due to the following reasons:
   - In SED 370, you have not completed your required number of field experience hours.

5. Be respectful of your district teacher and remember that you are a guest in his/her classroom. Never attempt to usurp his/her authority. If you have issues with your mentor teacher, you are required to inform your university instructor as soon as possible.

6. Treat your tutoring, interning, or observing like a job. Consider the district teacher your job supervisor and notify them in advance of any absence. If you sign up to observe, tutor, or intern at a specified time and you cannot attend, please text or email the district teacher before that class period.

**IX. Other Relevant Course Information:**

