# Course Information

**Department of Secondary Education and Educational Leadership**  
**SED 370-002 - Sociocultural and Historic Perspectives in American Education**  

**Spring 2020**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Vicki Mokuria</th>
<th>Course Time &amp; Location: Tues/Thu 9:30-10:45 ECRC room 217</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>ECRC 209W</td>
<td>Office Hours: Tuesday &amp; Wednesday 1-3; Thursday 8-9 am</td>
</tr>
<tr>
<td>Phone:</td>
<td>214-282-8033</td>
<td>or by appointment</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Vicki.Mokuria@sfasu.edu">Vicki.Mokuria@sfasu.edu</a></td>
<td>Credit hours: 3</td>
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</table>

**Prerequisites:** None

**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 OR ONLINE. Students complete weekly outside reading assignments 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. 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.

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**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.

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**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, exceptionality).

**9C.** Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

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**ISTE Standards**
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 articles or documents. (SLO 1-3)
4. Critical Family History Project: Students will create a digital story or movie no longer than 5 minutes, which includes their family’s genealogy and information about ancestors’ sociocultural and historical experiences and the links to education.
5. Case Study: Students will write a reflective essay based on time spent interacting with a younger student from a different background and critically analyze his/her experience based on that experience. (SLO: 1)
6. Students will spend 30 minutes each week as a “lunch buddy” at either Raguet ES (next to campus), or at Mike Moses Middle School (if you have transportation). The purpose of this assignment is for students to spend time in a school setting with a younger student in a non-academic setting, in order to get to know that student and develop a deeper understanding of various sociocultural perspectives in education through that sustained relationship and experience. A volunteer application from Nacogdoches ISD, along with a background check will be required. ONLINE students: you can choose an appropriate setting for an experience similar to this in your community.

Other possible placements to gain experiences with others from backgrounds different from your own:

- Solid Foundation Association
  2220 E. Main Street
  Nacogdoches, TX
  John Cannings 936.615.3677
  Mon/Thu 6-7 or Tues/Wed 4-5
- GETCAP Head Start
  1902 Old Tyler Road
  Nacogdoches, TX 75964
- Excellent TEEN Choice
  109 St. Mary Street
  Carthage, TX 75633
  Sharon@etcteens.org
- Boys & Girls Club of Deep East Texas
  941 Tower Road
  Nacogdoches, TX 75963
  Arsenio Hall 936.221.8691

**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, 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. **Students will need to adhere to APA 7th edition guidelines.**
NOTE: The most effective way to communicate is via email—at Vicki.Mokuria@sfasu.edu. You can expect a response within 48 hours. If your question is urgent, please let me know. Also, remember to “ask 3 before you ask me;” in other words check with 3 classmates first before coming to me.

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

All work will be submitted via D2L, unless otherwise noted by the instructor.

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<thead>
<tr>
<th>Wk</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment(s)</th>
<th>Dates</th>
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<tbody>
<tr>
<td>2</td>
<td>Module 2: Constructing Difference-Segregation in a Multiracial Society (Bias, prejudice, discrimination, racism &amp; privilege)</td>
<td>Sensoy &amp; DiAngelo: Chapters 2-3</td>
<td>Work on concept map for readings Focus on research paper</td>
<td></td>
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<tr>
<td>3</td>
<td>Module 2 continued</td>
<td>Sensoy &amp; DiAngelo: Chapter 4 Movie #1 Gorski: Chapter 2</td>
<td>Meet in the Library 9:30-10:45 for research support – 1/30/2020 7-10 sources due Movie #1</td>
<td>Sun. 2/2/2020</td>
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<td>5</td>
<td>Module 4: Gender and Schooling/ LGBTQI+</td>
<td>Sensoy &amp; DiAngelo: Chapter 5 &amp; 7</td>
<td>Work on research paper Movie #2</td>
<td></td>
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<td>6</td>
<td>Module 5: Indigenous students and Schooling in the US</td>
<td>Sensoy &amp; DiAngelo: Chapter 8</td>
<td>Rough draft – appointment at Writing Center</td>
<td>2/16/2020</td>
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<tr>
<td>Module</td>
<td>Title</td>
<td>Author/Chapter</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>7</td>
<td>Module 6: Immigration and Schooling/ELL learners</td>
<td>Sensoy &amp; DiAngelo: Chapter 10</td>
<td>Movie #3 5-7 pg. Research paper due</td>
<td>2/23/2020</td>
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<tr>
<td>8</td>
<td>Module 7: Homelessness and Schooling</td>
<td>Sensoy &amp; DiAngelo: Chapter 10</td>
<td>Mid-term LC – Collaborative Lesson Plan</td>
<td>3/5/205</td>
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<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>11</td>
<td>Module 11: Educational Law, School Finance, and Neoliberalism and Education/ White Supremacist Ideology</td>
<td>Sensoy &amp; DiAngelo: Chapter 9 Movie #5</td>
<td>Collaborative Lesson Plan &amp; Children’s Story Presentation</td>
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Note: LC = Collaborative Lesson Plan
13 | Critical Family History Presentations | Critical Family Histories Service-Learning Final Reflection & hours Movie #5
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14 | Critical Family History Presentations | Reflection paper #2 4/23/2020
15 | Critical Family History Presentations | Week of 4/26/2020
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SUMMARY & GRADING

1) For reflections, you will have a reading and either a video or YouTube link to watch, and you will write a 500-700 word reflection on the reading and video, based on specific questions or prompts provided when reflections are due.

2) You will write a 5-7 page research paper on a topic of great interest to you.

3) You will have a final—over terms and concepts from your readings.

4) You will receive a grade for participating in “Service Learning” activities (10 hours over the course of the semester) and write a case study, based on what you learned and observed.

5) You will create and present a culturally responsive lesson plan, which will include a book created about the topic for children (possibly a graphic mini novel) 10 pages, along with a powerpoint presentation or video with infographics about the assigned topic- GROUP assignment.

6) You will create a “Critical Family History Project” that documents your family’s history, including information about stories of your family—based on Sleeter’s book *White Bread.*

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<tr>
<th>Assignment</th>
<th>Description.</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Individual Research Project 5-7 pages (SLO 1-3)</td>
<td>Students will complete a research paper related to a critical issue in education</td>
<td>200</td>
<td>February 23, 2020 11:59 pm</td>
</tr>
<tr>
<td>Teaching Presentation (SLO 1-3)</td>
<td>Students will present a lesson related to a critical issue in education</td>
<td>150</td>
<td>March 15-29</td>
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<tr>
<td>Reflection Papers</td>
<td>Students will submit reflective responses based on assigned text chapters, articles, documents or movies 500-700 words</td>
<td>2 @ 50 pts = 100</td>
<td>March 26 April 23</td>
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<td>Case Study</td>
<td>Students will write a case study based on a critical analysis and reflection based on time spent with a student from a different background from their own.</td>
<td>100</td>
<td>April 30</td>
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<tr>
<td>Field Experiences/Class participation</td>
<td>Students will complete field experiences and assessments related to those experiences</td>
<td>150</td>
<td>Throughout the semester</td>
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Critical Family History

Students will create a critical family history project that links their families to sociocultural and historical aspects of American education. 200
Due April 17; Presented during the last 3 weeks of class

Final Exam

100

Total

1000

VALUABLE RESOURCES:

1. Spend time exploring: Zinn Education Project www.zinnedproject.org
   Create a log in and password and log in to the website.
   Go to the “Teaching Materials” tab and then, “Explore by Theme.”
   Choose a topic of interest to you and explore lesson plans that you imagine would be engaging to your students in the future. These lessons can provide you with ideas on how to create a solid and engaging lesson plan.

2. Teaching Tolerance www.tolerance.org – Use this site to create and store lesson plans!

3. Concept of “Curriculum as Window & Mirror” with Grace Lin
   https://www.youtube.com/watch?v=_wQ8wiV3FV0

4. Challenges of contemporary students: https://www.youtube.com/watch?v=sxTFQcoQ7hs
   Lived experiences/content knowledge


6. A Conversation With Native Americans on Race | Op-Docs
   https://www.youtube.com/watch?v=siMal6QVblE

7. Facing History and Ourselves www.facinghistory.org

8. A great overall resource: https://www.edutopia.org/

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.

VI. Readings/Films:

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

3. Book Focus: White Bread by Christine Sleeter. Some copies will be available to borrow. I suggest you work with a classmate or two and buy it together and share it. It’s a fast read and it will be used for our book study for your Critical Family History Project due at the end of the semester.

4. Viewings of films directly related to this course will be offered throughout the semester: dates/times TBD.

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.

**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.**

**Participation:** As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to receive an “A” in this course.

**Late Assignments:** All work is expected by the assignment due date. I reserve the right to: 1. not accept assignments turned in after the assignment due date; and 2. to deduct points for late assignments (a 10% deduction per day).

****Please do not contact me asking if I will accept/grade a late assignment. If you miss an assignment, please show initiative and submit the assignment to the appropriate place or by email in d2l) with a statement at the top of the assignment stating why the assignment was late. The assignment may or may not be graded, however I do recognize the initiative taken. Exams have a firm due date as well as anything after May 1st in the Spring and December 1st in the Fall.

**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 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](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: