Instructor: Dr. Marisol Diaz  
Class Days/Time: Monday, Tuesday, Wednesday, & Thursday 3:00-4:55 (CDT)  
Classroom: Online  
Email: marisolmoreno814@gmail.com  
Office hours: M.-Thurs. from 3:55-4:30 and by appointment

**Course Description:**
This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Further, this course addresses the integration of power, race, culture and the struggle for identity as overarching themes in addressing the purpose of education, equity, equality and the promise of democratic education; and prepares pre-service candidates to begin developing a culturally relevant professional identity in preparation for the richness and complexity of American education.

**Course Objectives:**
Students will examine how power and privilege function to marginalize people through schooling processes that maintain societal stratification, eradicate native languages, and create academic achievement gaps. The course will introduce key theoretical frameworks such as critical theory and critical race theory, as well as Marxist ideologies, to examine social justice issues in education.

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<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Student Learning Outcomes</th>
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<tr>
<td>1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.</td>
<td>1. Analyze how the historic oppression of marginalized communities impacts their current schooling experiences.</td>
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<tr>
<td>2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.</td>
<td>2. Critique social constructs of intelligence as it relates to academic achievement in schools.</td>
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<td>3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.</td>
<td>3. Explain how schools can function as institutions of social class reproduction that can maintain social economic stratification.</td>
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4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

5. Evaluate the impact of curriculum and pedagogy used in schools to oppress or empower groups of people.

*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: [http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf](http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf)

**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

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.
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ISTE Standards
4d

INTASC Standards
1,2,3,9

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.

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, resubmission 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.

**Course Requirements**

**Textbooks:**


We will be reading a variety of articles and selected book chapters. These will be posted online.

**Attendance:**
Most of what you will learn in this course will result from your active participation/involvement in each class. Therefore, you must attend every class. Attendance will be taken every class period. After two absences, final grades drop half a letter grade for each day missed. If you are absent, make sure that you contact a fellow peer to share notes and share any updates on assignments and class announcements. While I can provide you with the materials you were not present in class to receive, I cannot go over entire lectures, discussions, or ideas discussed in the class. Therefore, make sure to find a reliable and willing peer to fill review anything you will miss.

**Participation:**
Active and informed participation is expected of all students. In order to contribute to our class’ learning community, you must be prepared. This means you have done all the readings and work assigned. As part of the learning community you must be respectful of other member’s opinions, perspectives, and critiques. You are encouraged to challenge your thinking, as well as others, but do so respectfully; valuing each person’s dignity and insights. You are also welcome to share material, news, and ideas pertaining to the class. There is zero tolerance for actions or language that disrespects or denigrates a person based on their national origin, sexual identity, ethnicity, or race.
**Late work:**
Late work is any class assignment that is not turned in during the class day and time that the assignment is due. For example, if you turn in an assignment after or during the class period it is still counted late.

Any late work will automatically have a 30% deduction. You have a seven-day window from the day the assignment was due to turn it in. If the assignment is not turned in within the seven-day period, there will be a 50% deduction. You have 14 days to submit the assignment from the day the assignment was due. In order for the instructor to maintain organization of the course, assignments are not accepted after 2 weeks from the date the assignment was due.

**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.

**Assignments**

**Discussion facilitation (20 points)** - Each student will be responsible for facilitating a discussion on a course reading.

Rubric for facilitation

| The topic is clearly stated. Student shows insight and careful preparation. | 4 points |
| Clear summary of the readings main points and purpose. | 4 points |
| Student effectively engages classmates in discussion of topic. Responds well and appropriately. Uses follow-up questions to expand discussion. Encourages all students to participate. | 7 points |
| Questions are insightful, appropriate, and in-depth questions which lead to a thorough and useful discussion of the topic. | 5 points |

**Video analysis (21 points, 7 points each)** - Students will respond to three documentaries. The professor will upload three reflection questions on each of the films. Students will respond and submit their answers online.
**Reflection Paper (14 points)** - As part of this course, you will have the opportunity to reflect on your own beliefs about teaching and learning. You should use classroom content and your experiences to inform your perspectives related to teaching. Rubric will be created together and provided in class.

**Digital resource about a critical issue in education (30 points)** - Students will select a critical topic discussed in the course. Students will delve deeper into the topic through research. Students will create a digital resource about the particular topic. Students can create a TikTok video, a YouTube video, or any other presentation on a digital platform, to present about the topic. The audience for this presentation will be geared towards educators, parents, and other members of the community.

Rubric

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<thead>
<tr>
<th>Topic is clearly presented</th>
<th>The resource is engaging.</th>
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<tr>
<td>Information presented is accurate. Resources are used to support presentation. Resources are listed in APA and submitted on a Word doc.</td>
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<td>Video is between 3-5 min. (this may vary depending on the digital platform chosen)</td>
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<td>A call to action. The presentation offers resources or a call to action about the topic.</td>
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<td>Peer evaluation. Each student will evaluate each presentation according to the rubric.</td>
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<td>Clear description of how your topic relates to successful teaching and learning.</td>
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**Critical Textbook and Curriculum Analysis (15 points)** - Students will select a K-12 textbook and analyze a specific section of the text. Students will analyze how texts fits within the broader curriculum and connect responses with course readings. The professor will provide a guide and the assignment will be submitted online.
Course Schedule
*Note: The syllabus and class schedule is subject to change. If there is a change, students will have formal written and verbal notice as well as updated material reflecting any changes.

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<td>1</td>
<td><strong>July 6-10</strong></td>
<td>-Education as political -Critical theory - Early American Education (1890’s)</td>
<td>*Introductions *Course overview *Assignments “The Complexity of Identity: ‘Who Am I?’” by Beverly Daniel Tatum (online)</td>
<td>Ch. 1, Kleibard Preface &amp; Prologue, Sensoy</td>
<td>Ch. 2, Kleibard</td>
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<td>2</td>
<td><strong>July 13-17</strong></td>
<td>-Historical and current role of schools Part I -Oppression and Power -Language and culture suppression -Social class and academic achievement -Culture &amp; socialization in schools -Understanding structural racism</td>
<td>Ch. 2, Sensoy The Hidden Curriculum of Work, Anyon (online reading)</td>
<td>Ch. 3, Sensoy Video analysis: The Chicano Movement: Taking back the schools</td>
<td>Ch. 3, Kleibard</td>
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<td>3</td>
<td>Historical and current role of schools Part 2</td>
<td>Ch. 5, Sensoy</td>
<td>Ch. 6, Sensoy</td>
<td>Ch. 5, Kleibard</td>
<td>Ch. 5, Kleibard</td>
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<td>Week</td>
<td>Topic</td>
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<td>Study Material</td>
<td>Video Analysis</td>
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<td>July 20-24</td>
<td>History of tracking and vocationalism</td>
<td>Ch. 4</td>
<td>Video analysis: “The House We Live In”</td>
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<td>- School segregation and property</td>
<td>Kleibard</td>
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<td>- Prejudice and Discrimination</td>
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<td>- Culture and Ch. 4</td>
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<td>July 4</td>
<td>Historical and current role of schools Part 3</td>
<td>Ch. 8</td>
<td>“Federal Policies that Keep People Poor” by Jean Anyon</td>
<td>Video analysis “Separate &amp; Unequal”</td>
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<td>July 27-31</td>
<td>- Education during the Great Depression and social meliorism</td>
<td>Sensoy</td>
<td>Ch. 6 Kleibard</td>
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<td>- Standardization of curriculum</td>
<td>Kleibard</td>
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<td>August 3-7</td>
<td>Historical and current role of schools Part 3</td>
<td>Ch. 9</td>
<td>“Culturally Responsive Teaching and Teacher Expectations for Latino Middle School Students” by Chelsea Garcia and Heejung Chun (online reading)</td>
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<td></td>
<td>- The subject curriculum</td>
<td>Sensoy</td>
<td>Ch. 11 Kleibard</td>
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<td>- Culturally relevant teaching</td>
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