Sociocultural and Historic Perspectives in American Education

Fall 2021

Instructor: Anne Keehnen  
Email: Anne.Keehnen@sfasu.edu  
Office: ECRC, room varies

Course Time & Location: TR 11:00-12:15 ECRC 206  
Office Hours: by appointment

Credits: 3

Prerequisites: None

I. Course Description: This course focuses on a critical perspective of American education rooted in historical and sociocultural issues. Further, it 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 Justification: SEED 3370 (3 credits) meets twice a week for 75 minutes for 15 weeks. Outside of class work includes an independent research project, reading assignments with written reflections, a case study based on a student interview, and a lesson plan relating to a critical issue in education. Outside activities average a minimum of six hours each week for 15 weeks.

Perkins College of Education 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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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:

- analyze historical or critical issues in American education.
- design and present a lesson related to an issue in American education.
- begin to develop a culturally relevant professional identity
- describe and apply ways of meeting the cognitive, social, and emotional needs of all students considering sociocultural issues.
- critically analyze and evaluate current issues and research in American education.
- analyze case studies involving ELL students.
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 using academic vocabulary as needed. (100 points)

2. Case Study: Students will complete a case study based on an interview with a current or former ELL student and critically analyze his/her experience. (100 points)

3. Lesson Plan: Students will write and teach a culturally relevant lesson relating to a current critical issue in education. (100 points)

4. Reflective Responses: Students will submit reflections based on assigned text chapters, articles, documents, talks or videos. (100 points)

Total = 400 points

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 will be returned and resubmitted with appropriate corrections before credit is earned.

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

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

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

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).

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.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Content</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 24/26</td>
<td>Introductions; Procedures; Share stories and experiences; Identify sociocultural and historical issues and perspectives. Teacher bias/ Changing demographics</td>
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<td>2</td>
<td>Aug 31/Sept 2</td>
<td>Texas Educator Code of Ethics / Education Law / History of Education</td>
<td>Reader’s Theater</td>
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<tr>
<td>3</td>
<td>Sep 7/9</td>
<td>Gender issues; Sexual orientation. Assign Lesson plan, deficit language</td>
<td>Infographic</td>
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<td>4</td>
<td>Sep 14/16</td>
<td>Separation of church and state, Religion in the Classroom Assign case study for next week</td>
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<td>5</td>
<td>Sep 21/23</td>
<td>English Language Learners in the classroom; Immigration, Migration, ICE raids in schools</td>
<td>Case study due</td>
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<td>6</td>
<td>Sep 28/30</td>
<td>Homeless students</td>
<td>Create comic</td>
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<td>7</td>
<td>Oct 5/7</td>
<td>Student political views and student rights in the classroom</td>
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<td>8</td>
<td>Oct 12/14</td>
<td>Race in the classroom; becoming anti-racist</td>
<td>Reflection</td>
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<td>9</td>
<td>Oct 19/21</td>
<td>Trauma ; Teaching Foster Kids</td>
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<tr>
<td>10</td>
<td>Oct 26/28</td>
<td>Low SES students, poverty, deficit theory; Special Needs Students</td>
<td>Reflection</td>
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<td>11</td>
<td>Nov 2/4</td>
<td>School violence and school shootings; School governance and laws</td>
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<td>12</td>
<td>Nov 9/11</td>
<td>Putting it all together...Q and A</td>
<td>Research Paper Due</td>
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<tr>
<td>13</td>
<td>Nov 16/18</td>
<td>Lesson Presentations</td>
<td>Lessons due upon presentation</td>
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<td>14</td>
<td>Nov 22-26-- Thanksgiving Break—</td>
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<tr>
<td>15</td>
<td>Nov 30/Dec 2</td>
<td>Lesson Presentations</td>
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<td></td>
<td>Dec 7</td>
<td>--Final Exams Week—</td>
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VI. Readings:

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 you 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: Found at http://www.sfasu.edu/policies/

A. Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. If you feel sick at all or knowingly have COVID, please stay home. I will accommodate as necessary for those who are not feeling well. It is better to err on the side of caution.

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/
C. Student Academic Dishonesty: Policy 4.1 Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**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).

D. Withheld Grades: Policy 5.5 At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

E. Student Code of Conduct: Policy 10.4 Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

F. Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


G. Teacher Certification: To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to: Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved
educator preparation program or planning to take a certification examination may request a preliminary criminal history
evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication
for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported
criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is
provided to the requester for a non-refundable fee. The requester will receive an evaluation letter by email from agency
staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred
adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred
adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation
does not preclude you from submitting to a national criminal history review at the time you apply for your educator
certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal
history, including any information you failed to submit for evaluation.

Additional information can be found at
https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs

1. Provide one of the following primary ID documents: passport, driver’s 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.

2. 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.

H. LiveText
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College
of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification
through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access
code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you
will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail
concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email
SFALiveText@sfasu.edu

Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu Failure to activate
the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:

A. Students experiencing food insecurity: Food for Thought is a food pantry at SFA to help alleviate hunger among
students. Visit on the 3rd floor of the Student Center, 3.201: http://sfasu.edu/studentaffairs/1319.asp

B. Counseling Services:
In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in
overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for
students and through outreach, presentations, training and consultation for the campus community.

Counseling Services respects and values diversity. We recognize the necessity and benefit of living and learning in a
multifaceted society. We are devoted to honoring differences including those represented by gender, ethnicity, race, sexual
orientation, gender identity, age, religious beliefs, social/economic class, outward appearance, body size/shape, disability, national origin, impairment and political ideology. We commit to upholding this value in our personal lives, as well as in our interactions with clients and other members of the SFA community.

Counseling Services welcomes undocumented students. We are here to assist you with meeting your personal needs as you adjust to college life. We understand that college life has its challenges and recognize that having an undocumented status can add to these challenges. We welcome you and are here to provide safe and confidential services. Below you will find information and resources that may be helpful.

**Contact Information**
3rd Floor, Rusk Building  
P.O. Box 13032, SFA Station  
Nacogdoches, Texas 75962  
Phone: 936.468.2401  
Fax: 936.468.6638  
counseling@sfasu.edu  
Office Hours: M-F 8:00 a.m. - 5:00 p.m