Education Studies – Secondary Education  
SEED 3370- Sociocultural and Historic Perspectives in American Education  

FALL 2021

Instructor:  Dr. Vicki Mokuria  
Office:  virtual  
Phone:  214-282-8033  
Office Hours:  Monday-Thursday 9:30-10:30 am & Mondays 7:30-8:30 pm via zoom link below or by appointment (email me to set up an appointment or text)

Click for Zoom link meetings or for office hours:  
Join Zoom Meeting  
https://sfasu.zoom.us/j/95879862853?pwd=dGh1aWpxdFlzTzB4NG9qYmRKRkZPZz09

Meeting ID:  958 7986 2853  
Passcode: 949901  
Or call: 346.248.7799  
Note: this zoom link is valid for all meetings with me until October 11th. A new link will be sent at that time.

Prerequisites: None

I. 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 as overarching themes in addressing the purpose of education, equity, equality, and the promise of democratic education so that pre-service candidates may develop a professional identity that reflects the richness and complexity of American education.

Course Justification  
SEED 3370 Sociocultural and Historic Perspectives in American Education (3 credits) meets for 15 weeks. Students complete weekly outside reading assignments and will have 3 major assignments to complete during this course.

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 (http://coe.sfasu.edu/).

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 (SLO):  
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.
COURSE 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, exceptionailities).

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:

OVERVIEW OF COURSE ASSIGNMENTS:

1. Individual Critical Family History Research Project: Students will complete a research project that links their family’s history to social and historical events, which also link to education. (SLO 1 & 2)

2. Teaching Presentation of a Cultural Group: Students will work in groups to create and teach an online lesson related to a critical issue in education about a marginalized group. These presentations will include information about changing demographics of students; education laws (FERPA, IDEA, McKinney-Vento, CFK, ELLs, Plyer v. Doe, Plessy v. Ferguson, Brown V. Board, Lau v. Nichols, Title I), ethics (SLO 1-3),

3. Reflective Responses: Students will submit written and recorded reflections based on assigned articles or documents that include readings from/about such theorists/theories/ideas as history of education Paulo Freire, bell hooks, John Dewey, Ibram Kendi, transformative learning. (SLO 1-3)

4. Culturally Responsive Lesson plan: Students will create and record a brief lesson plan on a topic they plan to teach that is culturally responsive to students they may be teaching in the future. (SLO: 2,3)

5. You will be required to complete 5 hours of “service learning.” You can serve as an online mentor or tutor, or participate in activities through the Office of Multicultural Affairs.

6. We will have between 4-6 zoom calls that will sometimes include guest speakers. You will be expected to either participate or listen to a recording of the call and write a brief reflection.

7. This class will include regular group work as a way to support you. You are expected to connect with your group members and provide meaningful contributions.

Check D2L weekly for assignments; all work will be submitted in the DropBox.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standard addressed</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Individual Critical Family History Research Project</td>
<td>SLO 1,3</td>
<td>200</td>
</tr>
<tr>
<td>Cultural Plunge &amp; presentation</td>
<td>SLO 2, 3</td>
<td>200</td>
</tr>
<tr>
<td>Mini lesson on famous educators/important education laws</td>
<td>SLO 1, 2, 3</td>
<td>100</td>
</tr>
<tr>
<td>Reflective Responses – Group Concept Chart</td>
<td>SLO 1,3</td>
<td>100</td>
</tr>
<tr>
<td>Culturally Responsive Lesson Plan</td>
<td>SLO 2</td>
<td>200</td>
</tr>
<tr>
<td>“Service Learning” (5 hours)</td>
<td>SLO 3</td>
<td>100</td>
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<tr>
<td>Final Reflection</td>
<td>SLO 1,3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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In order to continue taking courses in secondary education, you will need to earn a “C” or higher in this class. If you ever have concerns about your grade, please reach out to your instructor to discuss your grade.

Your final grade is determined the distribution chart shown below:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>900-1000</td>
<td>800-890</td>
<td>700-790</td>
<td>600-690</td>
<td>0-590</td>
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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. 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.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week and Dates</th>
<th>Topic</th>
<th>Assignment(s)</th>
<th>Due Date</th>
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</table>
| 1/ August 23-29 | Intro/Overview  
Zoom Call #1 | • “Student Understanding Form” (group grade)  
• Read Knaus article & write a 3-5 sentence summary in Group Concept Chart | August 29 |
| 2 / August 30-Sept 5 | Critical Family History Introduction | • Readings & video in D2L  
• Reflection in Groups Concept Chart  
• Conduct research on family  
• 1st Concept Chart due  
• View videos on creating genograms | September 5 |
| 3 / September 6-12 | Critical Family History Project is due | • Conduct family research | September 12 |
| 4 / September 13-19 | Mini research on famous educators/ed. laws | • Create 3 slide ppt/record on a famous educator or law in education | September 19 |
| 5 / September 20-26 | Learners with varying (dis) abilities | • Readings and videos in D2L  
• Reflections in Concept Chart | September 26 |
| 6 / Sept 27-Oct 3 | Black/African-American learners  
Zoom Call #2 | • Readings and videos in D2L  
• Reflections in Concept Chart | October 3 |
| 7 / October 4-8 | Native American & Indigenous Peoples | • Readings and videos in D2L  
• Reflections in Concept Chart  
• 2nd Concept Chart is due | October 8 |
| 8/ October 11-17 | Asian-American/Pacific Islanders (AAPI) | • Readings and videos in D2L  
• Reflections in Concept Chart | October 17 |
| 9/ October 18-24 | Latinx learners – begin Cultural Plunge | • Readings and videos in D2L  
• Reflections in Concept Chart  
• Begin Cultural Plunge Assignment | October 24 |
### Zoom Call #3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 10/ October 25-31 | LGBTQIA?+ learners                      | • Readings and videos in D2L  
• Reflections in Concept Chart  
• 3rd Concept Chart is due | October 31     |
| 11/ November 1-7     | Group “Cultural Plunge”                  | • Work on Cultural Plunge Assignment                                      | November 7     |
| 12/ November 8-14    | Group “Cultural Plunge” – due             | • Cultural Plunge assignment due                                           | November 14    |
| 13/November 15-21    | Culturally Relevant Practices            | • Readings/reflections  
• Work on culturally relevant lesson plan                                   | November 21    |
| 14/Nov. 29- Dec. 5  | Culturally Relevant Lesson Plan Presentation Due | • Culturally relevant lesson plan & video of lesson due                        | December 5     |
| 15/Dec. 5-10        | Finals week                               | • Final Essay/Reflection                                                    | December 8     |

### VI. Readings (Required and recommended—including texts, websites, articles, etc.)

Spend time exploring:

1. Zinn Education Project [www.zinnedproject.org](http://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. Learning for Justice (formerly Teaching Tolerance) [www.learningforjustice.org](http://www.learningforjustice.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=_wQ8wiV3FVo](https://www.youtube.com/watch?v=_wQ8wiV3FVo)

4. Challenges of contemporary students: [https://www.youtube.com/watch?v=sxTFQcoQ7hs](https://www.youtube.com/watch?v=sxTFQcoQ7hs)


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

7. Facing History and Ourselves [www.facinghistory.org](http://www.facinghistory.org)

8. A great overall resource: [https://www.edutopia.org/](https://www.edutopia.org/)


*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 D2L.*

### 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*.**

### BOOKS:
1. The only required book for this class is *1012 Natchez* by Njoki McElroy. It is available as an ebook via lulu.com for $10 or you can purchase a copy on Amazon.

2. Readings and films will be uploaded in D2L each week on Monday mornings.

3. Journal articles will be provided as assigned reading.

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. The email will be from support@watermarkinsights.com

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**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 PCOE 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/](http://www.sfasu.edu/policies/)**

**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.

**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/

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, 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: 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

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.

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 Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**IMPORTANT!!! 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/) or edTPA). 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.**
NOTE: The assignments in this syllabus are subject to change, and students will be notified about any changes via email and/or D2L.