SEED 3370.501
Sociocultural and Historic Perspectives in American Education

Summer 2021

Instructor: Dr. Eric D. Torres
Time & Location: Web-based class with synchronous distance meetings (Zoom)
Office Hours: Synchronous distance meetings (Zoom) Mon 2-3 pm. Other hours by appointment only.
Office Hours Zoom Link
Phone: (936) 468-4071
Credits: 3
Email: torresed1@d2l.sfasu.edu

Important note to students: If you plan to visit with me during my office hours on Mondays, please use the link above. For other times, please request an appointment by phone or by D2L mail. All correspondence related to this course will be handled exclusively using D2L e-mail. I will review that account frequently. Please do not use my regular SFASU e-mail address. This account normally receives a high influx of messages. Your messages will not get my immediate attention. My intention is to respond within 24-48 hrs. Please kindly remember to ask 3 peers before you ask me.
I. General Information

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:
SEED 3370 Sociocultural and Historic Perspectives in American Education (3 credits) is an online class. Students complete weekly reading assignments, reading quizzes, and are required to implement teaching presentations throughout the semester. These activities require a minimum of six hours per week, for 8 weeks.

Prerequisites:
None

Course Delivery Modality:
Online with three synchronous distance meetings via Zoom.

Purpose:
It is my goal that our virtual classroom is a safe and brave space, where students from diverse backgrounds and perspectives can learn and grow together. I recognize that the diversity each student brings to this class is a strength and benefits us all. It is my intent to present materials and lead activities that are inclusive and respectful of diversity including race, class, ethnicity, gender, age, sexual orientation, gender identity, (dis)ability, national origin, religion, and culture. I welcome your suggestions on ways to improve this course for you personally or for other students or student groups. I hope you’ll feel comfortable to speak openly with me about any concerns.

We will have difficult conversations in our structured and unstructured discussions and dialogues. You will have many opportunities to interrogate your own assumptions, and finetune your understanding of perspectives different from. Our conversations will not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience, courage, and an open mind to engage our texts, and the beliefs and experiences of those in our community of learners. We will always engage the other and otherness with the utmost respect.

James I. 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):

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.

III. Course Assignments, Activities, Instructional Strategies, use of technology:

COURSE ASSIGNMENTS:
1. Critical Family History Research Project. (SLO 1 & 2) (Assessment Criteria A and G)
   Critical family history challenges students to think like historians and to ask critical questions about their ancestors. “Who else (what other groups) was (were)around, what were the power relationships among groups, how were these relationships maintained or challenged over time, and what does all this have to do with our lives now?” (Sleeter, 2020). Students will complete an individual research project that links their family’s history to social and historical events. This will help students begin to understand in a critical way the context within which their own identity shaping and learning process took place. A more detailed explanation on how to complete this assignment is available in D2L.

2. Feedback to Peers’ Critical Family History Project (SLO 1 & 2) (Assessment Criteria A and G). All PLCs are expected to meet online and present their projects to each other. Each member will write and share with their peers a feedback paper focused on the questions that were not addressed in each of the presentations. The Feedback Paper will address all the presentations at once. The Feedback Paper will be a two pages long essay that will follow the APA publication format. Submit
electronically by the due day and time as indicated in D2L. Make sure that your submission went through. The dropbox will close automatically. Dropboxes will not be reopened.

3. **Reflective Papers: (SLO 1, 2 & 3) (Assessment Criteria A, B and F)**

This kind of writing experience is as an opportunity to both synthesize and analyze the readings that will inform our dialogues in class and online discussion. The outcome should deliver clear evidence that the content has been critically read. **It is not a summary of all the topics or aspects developed in the selected reading.** It is a focused narrative of the sense you have made of one particular idea or concept that has captured your attention or imagination within the larger text, or of the struggle you went–or are still going through–while critically analyzing the content.

While you are entitled to have your own ideas about that particular issue, it is expected that you engage in a sort of dialogue with the author, allowing her or him to speak to you and help you understand the point that he or she is trying to make. At this time, I am interested in your ability to accurately convey, in an academic setting, what others think about a particular point.

A key part of this writing exercise is to transfer the academic understanding of your focus to a personal experience or scenario in order to generate a deeper understanding of the matter at hand. In this sense, it is an effort to practice active listening as you read and write about the other, other’s points of view, and otherness in general. For all these reasons, as you allow the self to be affected by otherness, your Reflective Paper needs to be done towards a new and deeper understanding rather than from a particular one.

The first step in this writing exercise is narrowing your focus. Select an important idea or concept from the assigned reading. Limit yourself to just one author if there is more than one reading or author assigned, and clearly state in your first paragraph what the idea, notion, concept or issue that has captured your attention, curiosity, or imagination is.

Then, like when you use a camera, proceed to zoom in. Identify two, three, or more components of your selected idea and thoroughly explain how they interconnect with each other in order to generate the particular meaning that the author is suggesting. Use quotes from the same text to support your statements and analysis. Do not use any other source, unless your paper is about a common element with another selected reading of your choice.

Remember to stay close to the text and, while you navigate through its texture in a critical manner, interrogate its assumptions and assertions.

Next, zoom out, and make a connection with the whole text. Briefly explain how the meaning that you have created for the part relates to the whole message as you have understood it and how it contributes to generate meaning for the whole picture.

Finally, inscribe this concept within a closer, real scenario, from your own experience or social location, and see how --or if-- you can make a new sense of it through the other’s perspective.
Each Reflective Paper will be a two pages long essay that will follow the APA publication format. Submit electronically by the due day and time as indicated in D2L. Make sure that your submission went through. The dropbox will close automatically. Dropboxes will not be reopened.


Reflective Paper 2: Choose one of the following articles and combine it with the movie of your choice as indicated in D2L. Focus in one element in common between the article and the movie.

- Ch. 1 “Columbus and the Indians” In: A Young’s People’s History of the United States.”
- Suina, Joe. “And Then I went to School.”

Reflective Paper 3: (Documentary) Ava Duveray. 13th

Reflective Paper 4: (Documentary) Precious Knowledge

4. Justification of Lesson Plan of Choice (SLO: 2 & 3) (Assessment Criterion F)

5. Select one lesson plan from the source and write a justification for your selection. One page maximum. Include a link to the lesson plan.

   *Lesson Plan of Choice Justification 1: From Zinedproject.org*
   *Lesson Plan of Choice Justification 2: From Tolerance .org*

Students will create a lesson plan on a topic they plan to teach that is culturally responsive to a wide-range of students they may be teaching in the future. Please use the Secondary Education Lesson Plan Template. A more detailed explanation on how to complete this assignment is available in D2L. Please upload both to the dropbox and discussion board.

7. Teaching Presentation of a Cultural Group: (SLO 1, 2 &3) (Assessment Criteria A, B, C, E, F and H)
Students will work in PLCs to create and teach an online lesson related to a critical issue in education about a marginalized group. This is an opportunity to transfer into a new scenario the acquired skills to plan a culturally relevant lesson. A more detailed explanation on how to complete this assignment is available in D2L. Please upload both to the dropbox and discussion board.

Quality of assignments
High professional standards are expected of all assignments. Please get acquainted with the Assessment Criteria listed in the next section and use them to guide your work. Each assignment will be assessed using multiple criteria, as indicated in this syllabus.

In order to obtain the full credit for an assignment, candidates must demonstrate higher order and critical 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. Students will need to adhere to APA 7th edition guidelines.

**Readings/Films**
Readings and films will be uploaded in D2L. 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](http://www.netflix.com). Links to Journal articles will be provided in D2L.

**Additional resources**
1. Spend time exploring: 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. Teaching Tolerance [www.tolerance.org](http://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=wQ8wiV3FVo](https://www.youtube.com/watch?v=wQ8wiV3FVo)
4. Challenges of contemporary students: [https://www.youtube.com/watch?v=sxTFQecoQ7hs](https://www.youtube.com/watch?v=sxTFQecoQ7hs)
5. Lived experiences/content knowledge Curriculum ideas from the 1619 Project: [https://pulitzercenter.org/projects/1619-project-pulitzer-center-education-programming](https://pulitzercenter.org/projects/1619-project-pulitzer-center-education-programming)
6. Facing History and Ourselves [www.facinghistory.org](http://www.facinghistory.org)
7. A great overall resource: [https://www.edutopia.org/](https://www.edutopia.org/)

**Grading**
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 letter grade is determined the distribution chart shown below:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart</td>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>0-599</td>
</tr>
</tbody>
</table>
Professional Learning Communities
You will be working with other students in a Professional Learning Community (PLC). The groups will be formed in D2L by the instructor and will also be posted in the News section for quick reference. This will be an opportunity to get to know, work closely, support, and collaborate with peers.

Tentative Schedule
This schedule is subject to change. Students will be communicated through the News section in D2L should the need arise. All due dates are posted in D2L. Only assignments duly turned in through D2L will be evaluated. Assignments will not be accepted via e-mail. Late assignments will not be accepted.

IV. Overview of 6-week Summer term.
Check D2L for each assignment’s deadline and dropbox availability. Please use the appropriate dropbox. Dropboxes will disappear from student’s view and will not reopen after deadline.
V. Assessment Criteria and Indicators for Student Performance

**Criterion A: Message**

*To what extent does the student communicate the message in a developed and organized manner, incorporating academic language in an effective way?*

- **a.** How relevant are the ideas presented by the student?
- **b.** How developed are the ideas?
- **c.** To what extent are the ideas supported by academic language and organized into an overall plan?

**Levels of achievement**

0  **Level 1 is not achieved.**

1  **The message has been communicated with very limited competence.**
   - a. The ideas are sometimes irrelevant and/or repetitive.
   - b. The development of ideas is often confused; supporting details are limited and/or inappropriate.
   - c. The evidence of organization of ideas is hard to detect. Use of academic language is very limited.

2  **The message has been communicated with fairly limited competence.**
   - a. The ideas are generally relevant but sometimes repetitive.
   - b. The development of ideas is sometimes confused; supporting details are limited or inappropriate.
   - c. The organization of ideas is sometimes apparent. Use of academic language is limited.

3  **The message has been communicated fairly well.**
   - a. The ideas are generally relevant.
   - b. The development of ideas is fairly methodical; supporting details are generally appropriate.
   - c. The organization of ideas is apparent but not always clear or duly supported by academic language.

4  **The message has been communicated well.**
   - a. The ideas are relevant.
   - b. The development of ideas is methodical and thorough; supporting details are appropriate.
   - c. The organization of ideas is clear and the use of academic language shows propriety.

5  **The message has been communicated very well.**
   - a. The ideas are relevant and stimulating.
   - b. The development of ideas is thorough and imaginative; supporting details are appropriate and convincing.
   - c. The organization of ideas is clear and flows well. Academic language is used thoroughly.
Criterion B: Source Management
To what extent does the student include all necessary information from the source text in the message?

- a. Does the student seem to have understood the source text thoroughly and perceptively?
- b. Has the student provided all the details from the source text that are relevant to the task?
- c. How appropriately have the details from the source text been used in the written response or essay, without undue copying of the source text?

Levels of achievement

0  Level 1 is not achieved
1  The understanding of the source text seems rather limited.
   a. A very limited ability to identify distinct, specific details, to discriminate amongst them, or to perceive attributes, similarities and differences, and to establish connections.
   b. The details selected from the text are generally insufficient and/or irrelevant.
   c. Many parts of the source text may have been copied because of limited understanding.
2  The understanding of the text seems adequate.
   a. A limited ability to identify distinct, specific details, to discriminate amongst them, or to perceive attributes, similarities and differences, and to establish connections.
   b. The details selected from the text may be partly insufficient and/or sometimes irrelevant.
   c. Some parts of the source text have been copied because of some difficulties with understanding.
3  The understanding of the text seems competent.
   a. A fairly good ability to identify distinct, specific details, to discriminate amongst them, or to perceive attributes, similarities and differences, and to establish connections.
   b. Sufficient relevant details have been selected from the text.
   c. The selected details are used appropriately to some extent, without undue copying of the source text.
4  The understanding of the source text seems very good.
   a. A good ability to identify distinct, specific details, to discriminate amongst them, or to perceive attributes, similarities and differences, and to establish connections.
   b. Many relevant details have been selected from the text.
   c. The selected details are mostly used appropriately without undue copying of the source text.
5  The understanding of the source text seems thorough and perceptive.
   a. A very good ability to identify distinct, specific details, to discriminate amongst them, or to perceive attributes, similarities and differences, and to establish connections.
   b. Almost all relevant details have been selected from the text.
   c. The selected details are all used appropriately without undue copying of the source text.
**Criterion C: Language Effectiveness**

To what extent does the student write fluently and accurately?

- a. How varied and accurate are the grammar and vocabulary used by the student?
- b. How clear are the sentence structures? To what extent is the student able to use complex structures?
- c. Has the student written the prescribed minimum number of pages? (Levels 4 and 5 may only be awarded for this criterion if at least the minimum number of pages or words has been written.)

**Levels of achievement**

0  Level 1 is not achieved.

1  Command of the language is very limited and generally ineffective.
   a. A very limited range of grammar and vocabulary is used, with errors in many basic constructions.
   b. Commonly encountered sentence structures are rarely clear; complex structures are either not attempted or unclear.

2  Command of the language is limited with many inaccuracies.
   a. A limited range of grammar and vocabulary is used, with errors even in some basic constructions.
   b. Commonly encountered sentence structures are sometimes clear; complex structures are either rarely attempted or generally unclear.

3  Command of the language is effective despite some inaccuracies.
   a. A range of grammar and vocabulary is used; common constructions are generally accurate but are frequent errors in complex constructions.
   b. Commonly encountered sentence structures used clearly, but complex structures may be unclear.

4  Command of the language is good and effective
   a. A range of grammar and vocabulary is used accurately despite some errors in more complex constructions.
   b. Some complex sentence structures are used clearly and effectively.
   c. At least the prescribed minimum number of pages or words has been written.

5  Command of the language is very good and may show evidence of sophistication.
   a. A wide range of grammar and vocabulary is used accurately with few errors.
   b. Complex sentences are used effectively and skillfully.
   c. The prescribed number of pages or words has been written without unnecessary extension.
Criterion D: Intellectual Interaction
To what extent does the student interact appropriately and successfully in intellectual exchanges and is able to maintain a coherent flow of ideas?

- a. How sensitive and subtle is the student’s response to nuances and prompts?
- b. How actively and sensitively does the student contribute to the dialogue?
- c. To what extent does the student speak spontaneously in response to the dynamics of the activity?
- d. To what extent is the student able to convey complex ideas and opinions?
- e. How clearly, coherently, and vividly are the ideas and opinions presented?

Levels of achievement

0 Level 1 is not achieved

1 Interaction in dialogue is limited
   a. Responses in simple exchanges are limited and/or inappropriate due to lack of understanding.
   b. Contributions to the dialogue are very limited and/or impertinent.
   c. The language is inappropriate to the subject and context.
   d. Simple ideas and opinions are presented with difficulty, sometimes incoherently.
   e. Interventions are disjointed.

2 Interaction in dialogue is basic.
   a. Responses in simple exchanges are limited due to some difficulties with understanding, but they are mostly appropriate.
   b. Contributions to the dialogue are limited and/or partly impertinent.
   c. The language is often inappropriate to the subject and context.
   d. Simple ideas are not always presented clearly and coherently.
   e. Interventions do not flow coherently.

3 Interaction in dialogue is at times successful.
   a. Responses in simple exchanges are competent, with some difficulty shown in more complex exchanges.
   b. Contributions to the dialogue are, at times, active and show spontaneity.
   c. The language is sometimes inappropriate to the subject and context.
   d. Simple ideas and opinions are presented clearly and coherently.
   e. Interventions generally flow coherently.

4 Interaction in dialogue is successful.
   a. Responses in fairly complex exchanges show some sensitivity to the subtlety, nuances, and prompts.
   b. Contributions to the dialogue are active and spontaneous.
   c. The language is generally appropriate to the subject and context.
   d. Both simple and complex ideas and opinions are generally presented clearly, coherently, and effectively.
   e. The conversation flows coherently.

5 Interaction in dialogue is very successful.
   a. Responses in complex exchanges show sensitivity and subtlety to nuances and prompts.
   b. Contributions to the dialogue are active, spontaneous, and sensitive to others.
   c. The language is consistently appropriate to the subject and context.
   d. Both simple and complex ideas and opinions are presented clearly, coherently, and vividly.
   e. A coherent conversation is maintained throughout.
**Criterion E: Collaboration**

To what extent does the student collaborate effectively in support of common learning goals?

- a. How effective and efficient is the student’s work?
- b. How inclined is the student to foster a sense of community and cooperation?
- c. To what extent is the student able to communicate ideas and negotiate outcomes?
- d. To what extent is the student involved in the design and implementation of group decisions?
- e. To what extent is the student aware of the details and undercurrents in the running of the project and uses this information to address current and potential problems?

**Levels of achievement**

0  
**Level 1 is not achieved.**

1  
**The student collaborates with very limited disposition.**

a. The effort is sometimes poor and the resources are managed with very limited care.  
b. The evidence of a shared vision of what the outcome could be like is hard to detect.  
c. Not easily accessible; open and effective lines of communication are random and/or selective.  
d. Input opportunities are not seek and/or not taken or assumed mostly due to lack of interest.  
e. Situational awareness is very limited.

2  
**The student collaborates with limited disposition.**

a. The effort is generally good and the resources are generally managed with limited care.  
b. The evidence of a shared vision of what the outcome could be like is sometimes apparent.  
c. Sometimes accessible; open and effective lines of communication are sometimes limited.  
d. Input opportunities randomly seek and/or take mostly due to insufficient interest.  
e. Situational awareness is limited.

3  
**The student collaborates well.**

a. The effort is generally good and the resources are managed with care.  
b. The evidence of a shared vision of what the outcome could be like is apparent but not always clear.  
c. Accessible, open and effective lines of communication are appropriate.  
d. Input opportunities are seek and/or taken most of the time.  
e. Situational awareness is fairly good.

4  
**The student collaborates very well.**

a. The effort is good and the resources are managed responsibly.  
b. The evidence of a shared vision of what the outcome could be like is clear.  
c. Accessible, good listener, open and effective lines of communication are established.  
d. Input opportunities are generated and received on a regular basis.  
e. Situational awareness is good. Establishes respectful relationships.

5  
**The student collaborates very well and embodies collaborative leadership skills.**

a. The effort is very good and the resources are managed with a strong sense of accountability.  
b. The evidence of a shared vision of what the outcome could be like is convincing.  
c. Very accessible, very good listener, very good communicator. Seeks feedback.  
d. Input opportunities are generated for self and others. Strong sense of leadership.  
e. Situational awareness is highly developed. Promotes interdependence.
Criterion F: Critical Thinking

To what extent does the student articulate various thinking skills to analyze and evaluate qualitative and quantitative data and/or evidence in order to understand, develop, judge the effectiveness of, or constructively respond to an argument or position?

- a. How developed is the student’s ability to arrive to conclusions through inductive and deductive processes?
- b. Is the student aware of multiple perspectives and objectively considers alternative ideas?
- c. To what extent is the student able to ascertain information that is value laden, identify essential information that is not given, and categorize it as useful or less useful?
- d. How persuasive is the student to judge the accuracy of information, the credibility of a source, recognize assumptions, and determine the strength of an argument?

Levels of achievement

0 Level 1 is not achieved

1 Efforts to think critically are limited.
   - a. The evidence of inductive and/or deductive thinking is limited and/or conclusions are inappropriate due to lack of understanding.
   - b. Awareness of multiple perspectives is very limited and/or consideration of alternative ideas is impertinent or disjointed.
   - c. The ability to determine bias, assess essential and incidental indicators, and identify missing information is insufficient to understand the context.
   - d. Judgment of worthiness is presented with difficulty, sometimes incoherently or as simple conjecture.

2 Critical thinking evidence is basic.
   - a. The evidence of inductive and/or deductive thinking is limited and/or conclusions lack full support due to some difficulties with understanding, but they are mostly appropriate.
   - b. Awareness of multiple perspectives is limited and/or consideration of alternative ideas is partial, partly impertinent or disjointed.
   - c. The ability to determine bias, assess essential and incidental indicators, and identify missing information is often insufficient to understand the context.
   - d. Judgment of worthiness is not always presented clearly and coherently.

3 Critical thinking skills in written or oral expression are somewhat clear.
   - a. The evidence of inductive and/or deductive thinking shows competency, with some difficulty shown in more complex and multilayered situations.
   - b. Awareness of multiple perspectives is, at times, active and/or the disposition to consider alternative ideas is shown quite spontaneously.
   - c. The ability to determine bias, assess essential and incidental indicators, and identify missing information is sometimes effective and conducive to better understand the context.
   - d. Judgment of worthiness is sometimes presented clearly and coherently.

4 Critical thinking skills in written or oral expression are clear.
   - a. The evidence of inductive and/or deductive thinking is effective and shows some sensitivity to the subtlety and nuances of the language.
   - b. Awareness of multiple perspectives and disposition to consider alternative ideas is clear and spontaneous.
   - c. The ability to determine bias, assess essential and incidental indicators, and identify missing information is generally effective and conducive to better understand the context.
   - d. Judgment of worthiness is generally presented clearly, coherently, and effectively.

5 Critical thinking skills in written or oral expression are very clear and thorough.
   - a. Critical analysis shows sensitivity and subtle responsiveness to nuances and prompts.
   - b. Awareness of multiple perspectives and disposition of alternative multiple ideas are active, spontaneous, and readily sensitive to others.
   - c. Ability to read between the lines is consistently appropriate to the subject and context.
   - d. Both simple and complex opinions are presented vividly with a tone of sophistication.
Criterion G: Critical Multicultural Learning
To what extent does the student use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity?

- a. To what extent does the student understand social group perspectives on events, movements, and ideas across time?
- b. To what extent does the student understand impact of dominant assumptions upon social construction of own identity?
- c. To what extent does the student understand systems of privilege and oppression within societal structures and their place in them?

Levels of achievement

0 Benchmark not met
a. Demonstrates minimal or no understanding of key events of social group formation and perspectives. Identifies only celebratory events or cultural practices (e.g., Hmong New Year, Powwow).
b. Demonstrates minimal or no understanding of the dominant assumptions behind own social groups (race, class, gender, sexual orientation, etc.). May show strong preference for own group’s assumptions and seek the same in others.
c. Demonstrates minimal or no understanding of historical systems of privilege and oppression (e.g., racism, sexism, classism, heterosexism, linguicism, able-ism, colonialism, etc.). May show openness to the reality of these systems in the past but does not see them as having any impact in the present.

1 Benchmark met
a. Identifies and describes how and why social groups may have differing interpretations of the same historical event or idea (e.g., slavery's role in the Civil War, Proposition 8). Exhibits historical consciousness.
b. Identifies and describes the historical and/or institutional development of dominant assumptions behind own race, class, gender, sexual orientation, etc. May begin to question the assumptions of their own social groups.
c. Identifies historical systems of privilege and oppression (e.g., racism, sexism, classism, heterosexism, linguicism, able-ism, colonialism, etc.) and describes the place of these systems within current societal structures.

2 Benchmark exceeded
a. Explains the relationship between differing social group perspectives on current issues and differing social group interpretations of historical events and ideas.
b. Explains how present-day institutions maintain dominant assumptions behind own race, class, gender, sexual orientation, etc. Expresses a critical stance toward assumptions behind own social groups.
c. Explains the dynamics of historical and current systems of privilege and oppression and their impact on institutional and interpersonal experiences, opportunities, and outcomes. Articulates impact of inequitable societal structures on personal history.
**Criterion H: Poster/Video design**

*To what extent does the student use visual presentational skills to communicate the content and results of an inquiry process in ways that are structured and intellectually engaging?*

- a. *To what extent is the student able to present an overall coherent structure for the poster/video?*
- b. *To what extent is the student able to present clear, engaging statements?*

**Levels of achievement**

**Benchmark not met**

a. Demonstrates minimal or no understanding of key communicational elements: poster/video consists of disparaged text/scripted discourse, images and graphs that don’t complement/support each other. Text size is illegible and/or blanks interrupt reading fluency. Sound is inaudible or discourse is unintelligible.

b. Demonstrates minimal or no understanding of the overarching question or content: main statements are not clearly presented. Poster/Video does not invite reading/viewing or questions from the audience.

**Benchmark met**

a. Demonstrates an understanding of key communicational elements: poster/video consists of balanced text passages/script, images and graphs that complement each other. Text size is legible and reading fluency is secured. Discourse is audible and clear.

b. Communicates a research-based understanding of the overarching question or content: main statements are clearly presented. Poster/Video invites reading, viewing or questioning from the audience.
VI. 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.

VII. Course Evaluation:
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!

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. COVID 19 Information
SFASU Student Resources http://www.sfasu.edu/spring2021
http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic/coronavirus

If you get tested for COVID 19 you must report your positive test through MySFA. If you contract COVID 19 or have to care for someone with COVID 19 also inform the SFASU Office of student rights and responsibilities to request absences from your classes and inform your professors. Follow this link:

Wireless hotspot outdoor areas
https://help.sfasu.edu/TDClient/2027/Portal/KB/ArticleDet?ID=103087

SFA Food pantry
936-468-7249

Counseling Services
Zoom Availability 936.468.2401
http://www.sfasu.edu/counselingservices/
Health Services
Zoom availability 936.468.4008
http://www.sfasu.edu/life-at-sfa/health-safety/health-clinic

Disability Services
936-468-3004
http://www.sfasu.edu/disabilityservices/

IX. Student Ethics and Other Policy Information:

Professional Dispositions: At this point in each student’s professional development, the Department of Education Studies 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.

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 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
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. 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, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. I will pursue the most severe penalty available for academic dishonesty.

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

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

X. Important information
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.texes.ets.org/registrationBulletin/ <http://www.texes.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.

XI. Course goals and Objectives alignment with professional standards

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