Instructor: Dr. Kevin L. Jones  
Office: 209 Z ECRC  
Office Phone: 936-468-2908  
Email: kevin.jones@sfasu.edu

Prerequisites: None

I. COURSE DESCRIPTION:
This course will examine the instructional, curricular, and assessment methods that create a culture of societal and cultural capital and power structures among students based upon current research in education on the complex relationship between power and pedagogy.

Course Justification

SEED 5322 Power and Pedagogy (3 credits; fully online) spans 12 weeks and contains extensive written content that includes the same information acquisition and demonstrable skills that are required of students in a face-to-face classroom; the time requirement for students engaging in online modules is approximately 4 hours or more per week. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education. Students will produce a paper or project as a culminating experience that synthesizes the student learning outcomes for the course. For every hour the student spends engaging with the content, he/she spends at least 2 hours completing associated activities and assessments outside of class.

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:
1. Provide students with conceptual tools to reflect upon current power relations in schooling and educational policy context.
2. Extend students' understanding of power and its relationship to pedagogy in schools and other educational settings.

COMMISSIONER STANDARDS:

http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html

ISTE EDUCATOR STANDARDS

https://www.iste.org/standards/for-educators

ESL STANDARDS:
III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

EXPECTATIONS

Read all assigned readings, watch all videos, participate in online discussions and actively participate in class sessions via zoom (if available).

COURSE ASSIGNMENTS:

1. Students will introduce themselves via video to their peers and share their knowledge of power in pedagogy. (SLO 2)
2. Students will investigate power structures through watching 3 videos and researching either a curriculum, an instructional method, an assessment, or a classroom management plan to determine its power implications for students, teachers and administrators within a school system and craft a written approach to instruction that empowers students. (SLO 1-2)
3. Students will develop a conceptual framework of power and pedagogy through completing two chapter reviews sets. (SLO 1)
4. Students will identify Board Policies within your local school district that specifically deals with student or teacher behavior. Find three policies to review. Create a TEDTalk that encompasses each policy, critically evaluating how the policy influences the empowerment of the teachers, students, administrators, and/or parents. (SLO 2)
5. Students will provide examples of conceptual tools to reflect upon current power relations in schooling and educational policy context. Also, the students will discuss their understanding of power and its relationship to pedagogy in schools and other educational settings. (SLO 1-2)

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.

All work will be submitted via D2L to the course instructor, unless otherwise noted by the 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
**SUMMARY OF ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>May 23rd</td>
<td>25 points</td>
</tr>
<tr>
<td>Chapter Review (SLO 1-2)</td>
<td>May 30&lt;sup&gt;th&lt;/sup&gt; and June 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>(2 x 200 pts) = 400 points</td>
</tr>
<tr>
<td>Examining Power in the Classroom (SLO 1-2)</td>
<td>June 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>75 points</td>
</tr>
<tr>
<td>Examine School Policies</td>
<td>June 20</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>June 24</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

**Introductions (25 pts) = May 23<sup>rd</sup> 11:59pm.**

Scholars will share personal and professional educational experiences through a video. Be sure to discuss your present career and future career goals. The students will also reflect on their conceptualization of power and pedagogy. This reflection will provide an impetus leading to reframing the situation and engaging in future appropriate strategies that empower all. Specifically, for the introductions, students will briefly share information about themselves and their conceptualization of power and pedagogy and post the video in the discussion. The student will also respond to at least two classmates. *(5 minute maximum. Points will be deducted if the submission exceeds 5 minutes)*

**Examining Power in the Classroom (75 pts) = June 6<sup>th</sup> 11:59pm.**

Students will investigate power structures through watching three videos and researching either a curriculum, an instructional method, an assessment, or a classroom management plan to determine its power implications for students, teachers and administrators within a school system and craft a written approach to instruction that empowers students. Students will submit one of the following: curriculum, instructional method, assessment, or classroom management plan along with a written plan that includes: an analysis of the 3 videos and an instruction artifact that describes an approach that ensures students are empowered *(1 page maximum. Points will be deducted if the submission exceeds 1 page.)*

**Chapter Review Sets (400 pts) = May 30<sup>th</sup> and June 13<sup>th</sup> 11:59pm.**

Students will develop a conceptual framework of power and pedagogy through completing two chapter reviews sets. Students will identify and synthesize the issues in each of the book chapters and write a reflection that is related to assessment in today’s classroom. All chapter review sets will be uploaded under each chapter review group. **EACH SUBMISSION MUST BE IN THE CHAPTER REVIEW TEMPLATE.**

1. Read each chapter of your required texts.
2. Identify and discuss one point from each chapter that impacted you.
3. Find one additional reference to support your points and discuss how the reference relates to your point. References must have dates between 2015-2021. No credit will be given for earlier dates.
4. Review chapter points and reference support and discuss your personal reflections as they relate to assessment in today’s classroom.
Chapter Reading/Due Dates

There are 3 chapters per set. Each set has a 4-page limit. You have 2 sets of chapter reviews.

Chapter Review Sets

<table>
<thead>
<tr>
<th>Set #</th>
<th>Macedo</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Set 1</td>
<td>1,2,3</td>
<td>May 30th</td>
</tr>
<tr>
<td>Review Set 2</td>
<td>45,6</td>
<td>June 13th</td>
</tr>
</tbody>
</table>

Grading Rubric for Chapter Reviews

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Part 1 - Discussion of chapter point</td>
</tr>
<tr>
<td></td>
<td>50 = Detailed discussion of chapter points, with underlined point identified</td>
</tr>
<tr>
<td></td>
<td>30 = Some chapter points more in details than others. Did not underline or identify points</td>
</tr>
<tr>
<td></td>
<td>20 = Chapter points too shallow</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow directions</td>
</tr>
<tr>
<td>50</td>
<td>Part 2 – Discussion of reference as related to chapter point</td>
</tr>
<tr>
<td></td>
<td>50 = Discussed reference about chapter points in detail</td>
</tr>
<tr>
<td></td>
<td>30 = Use old reference but discussed chapter point in detail</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow direction or used old reference and little details</td>
</tr>
<tr>
<td>75</td>
<td>Part 3 – Personal reflections</td>
</tr>
<tr>
<td></td>
<td>75 = Shared how the points impact issues of power in pedagogy. Used specific examples.</td>
</tr>
<tr>
<td></td>
<td>50 = Just listed with little or no examples</td>
</tr>
<tr>
<td></td>
<td>0 = Did not follow directions</td>
</tr>
<tr>
<td>25</td>
<td>Part 4 – References cited correctly in APA style</td>
</tr>
<tr>
<td></td>
<td>25 = all citations were correct</td>
</tr>
<tr>
<td></td>
<td>20 = One or more cited incorrectly</td>
</tr>
<tr>
<td></td>
<td>15 = Two or more cited incorrectly</td>
</tr>
<tr>
<td>200</td>
<td>Total points for all chapter reviews will be 400 points.</td>
</tr>
</tbody>
</table>

Chapter Review Format: The points for each chapter review should be discussed in single-spaced in 10 - 12 font. An example of a review format is below. Remember each review has four parts as noted in the grading rubric. All chapter reviews must follow the example included. Reviews that do not follow the format will not be graded.

Examining School Policies (200 pts) = June 20th 11:59pm.

Students will identify Board Policies within your local school district that specifically deals with student or teacher behavior. Find three policies to review. Create a TEDTalk that encompasses each policy, critically evaluating how the policy influences the empowerment of the teachers, students, administrators, and/or parents. The students will create a TEDtalk video that will illustrate the policies reviewed. The video will link personal narrative, the course literature, and current policy.

Grading Rubric for School Policies Assignment

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Part 1 – Course Readings</td>
</tr>
<tr>
<td></td>
<td>50 = Included detailed explanation of chapter readings</td>
</tr>
<tr>
<td></td>
<td>40 = Some explanation but did not identify specific course readings (author)</td>
</tr>
</tbody>
</table>
30 = Course readings were too shallow
0 = Did not follow directions

50
Part 2 – Concept/Issue
50 = explained concept/issue in detail and provided models
40 = identified concept/issue but were unclear and did not provide models
0 = Did not follow direction or provided little details

50
Part 3 – Board Policies
50 = Shared how the board policy influences empowerment of the teachers, students, administrators, and/or parents Used specific examples.
40 = Shared information but was vague and unclear. Did not provide examples.
0 = Did not follow directions

50
Part 4 – Video Quality
50 = creativity was throughout the video
40 = only used video with student speaking
30 = only used PowerPoint with voiceover
0 = did not follow instructions

Total points
200

Final Reflection (100pts) = June 24th 11:59pm.

Students will provide examples of conceptual tools to reflect upon current power relations in schooling and educational policy context. Also, the students will discuss their understanding of power and its relationship to pedagogy in schools and other educational settings. Students will demonstrate evidence of analyzing, evaluating, and contemplating the influence of power and pedagogy. There will be reflective evidence regarding the integration of knowledge of the learner, scholar dispositions, content, and diverse student needs. The reflection will provide the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth will be one of many results of this reflective process. This reflection will provide an impetus leading to reframing the situation and engaging in the empowerment of all students. The reflection has a 1-page written response limit.

V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus</td>
<td>Participate in the introductory discussion.</td>
</tr>
<tr>
<td>May 16 to May 22</td>
<td>Course Text</td>
<td>Begin reading course text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction Due Date: May 23rd 11:59pm</td>
</tr>
<tr>
<td>Week 2</td>
<td>Course Text</td>
<td>Continue reading course text</td>
</tr>
<tr>
<td>May 23 to May 29</td>
<td></td>
<td>Watch videos</td>
</tr>
<tr>
<td>Week 3</td>
<td>Course Text</td>
<td>Chapter Review #1 (200pts)</td>
</tr>
<tr>
<td>May 30 to June 5</td>
<td></td>
<td>Watch videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due Date: May 30th 11:59pm</td>
</tr>
<tr>
<td>Week 4</td>
<td>Course Text</td>
<td>Examine Power in the Classroom (75pts)</td>
</tr>
<tr>
<td>June 6 to June 12</td>
<td></td>
<td>Due Date: June 6 11:59pm</td>
</tr>
<tr>
<td>Week 5</td>
<td>Course Text</td>
<td>Chapter Review #2</td>
</tr>
<tr>
<td>June 13 to June 19</td>
<td></td>
<td>Due Date: June 13th 11:59pm</td>
</tr>
</tbody>
</table>
Absences in an Online Course

IF you do not complete a module in an online course, it is considered to be two weeks’ worth of absences, and you will be dropped with an F. If you are having a personal life issue or family emergency that prevents you from engaging in a module’s activities, please notify the instructor immediately.

VI. READINGS

Required text for the course is:


ISBN 10: 0-8133-4338-0

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the professor or will be designated as available on-line or in the university library.

VII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

Attendance

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.
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

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 Semester Grades Policy (A-54)

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

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.
Teacher Certification

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. 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 requestor for a non-refundable fee. The requestor 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/.

2. 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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.

3. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. OTHER RELEVANT COURSE INFORMATION:

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.