Instructor: Dr. Heather Olson Beal  
Course Time & Location: fully online  
Instructor: Dr. Heather Olson Beal  
Course Time & Location: fully online  
Pronouns: she/her/hers  
Virtual Office Hours: contact me via WhatsApp  
Office: ECRC 201-O  
Credits: 3  
Office Phone: 936-468-2908  
Email: send all emails through D2L

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 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: This section of SEED 3370 Sociocultural and Historic Perspectives in American Education (3 credits) is conducted exclusively through an asynchronous online format with no required livestream meetings. Students complete weekly readings, frequent reflections, and three projects. These activities require a minimum of 10 hours each week for 8 weeks.

James I. Perkins College of Education Commitment to Diversity:

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):

This course fulfills the following college and program learning outcomes:

College of Education Core Values

In the College of Education at Stephen F. Austin State University, we value and are committed to the following core values, which are reflected in course assignments:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

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.

GOALS AND OBJECTIVES:

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

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.

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

COURSE ASSIGNMENTS:

1. **Reading Logs (35%)**: Each candidate will complete personal reading logs for various readings. The reading logs will be scholarly and critical evaluations of what was read or viewed, and should be personally and subjectively focused, not merely summaries. The candidate should address issues and ideas with which he/she agrees, disagrees, does not understand, or has never contemplated. These should be typed and double-spaced.

2. **Discussion Board Participation (30%)**: Each candidate will participate in a discussion board topic in each module. The discussion boards provide a place for you to interact with classmates and with the instructor about the course content. In order to receive full credit, you must:
   - post an original response to each discussion board topic and respond to at least two other students’ postings.
   - post your original response during the first day that the discussion board is open. If you do not, you cannot receive credit for the original response. The discussion boards are time sensitive. You cannot log on at the last minute and do rapid-fire responses.
   - participate in the discussions on a minimum of two days. That means that if you post your original responses to the questions on Thursday or Friday, then you must respond to classmates Sat.-Mon.
   - post thoughtful, articulate responses. Avoid Facebook-style responses: “I like this” and “I agree!” It’s fine to agree with something, but please explain why.
   - Use proper grammar and spelling. While the discussion boards are not as formal as a written paper, you should still communicate professionally. *If your posts contain many spelling and/or grammatical errors or unprofessional language, you will lose a letter grade.*

The discussion boards are like face to face class time; once they are closed, the discussion is over. Therefore, *you will not receive credit for late discussion board postings*. Responses posted after the discussion is closed may be permitted with a grade penalty at the professor’s discretion.
3. **Identity Assignment (20%)**: Candidates will complete several assignments related to their identity as learners and as future teachers. Details will be provided in D2L.
   - Identity wheel reflection
   - Social media educator follow reflection & presentation

4. **Field Experience & Professional Development Hours & Reflections (15%)**: Candidates will complete several types of field-based activities and professional development. Details will be provided in D2L.
   a) 2 hours of professional development
   b) 2 hours of education-related podcasts

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

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

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

To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

**Late Work**
Late work will be accepted at the discretion of the instructor, with points taken off for lateness. As a future educator, it is not acceptable behavior to turn in lesson plans, student grades, or other official required paperwork late. This professional expectation is upheld within this course.
V. Tentative Course Outline/Calendar. Additional details in D2L.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activity/Assignments</th>
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| July 3-8 (Monday-Sat) | Module 1 | M1 Reading Log – July 8  
M1.A DB: July 3-5  
M1.B DB: July 6-8 |
| July 9-13 (Sun-Thurs) | Module 2 | M2 Reading Log – July 11  
M2.A DB: July 9-11  
M2.B DB: July 11-13  
Social Identity Reflection – July 13 |
| July 14-20 (Fri-Thurs) | Module 3 | M3.A DB: July 14-17  
M3.B DB: July 17-20  
M3 Reading Log – July 20 |
M4.B DB: July 21-24  
M4 Reading Log – July 24 |
| July 25-27 (Tues-Thurs) | Module 5 | M5.A DB: July 25-27  
M5.B DB: July 25-27  
M5 Reading Log – July 27 |
| July 28-31 (Fri-Mon) | Module 6 | M6.A DBs: July 28-31  
M6.B DB: July 28-31  
M6 Reading Log – July 31 |
| Aug 1-3 (Tues-Thurs) | Field Experience  
Prof Dev / Identity Assignments Due | Prof Dev OR Podcast Assignment – Aug 1  
Social Media Follow / Reflection – Aug 3 |
| Aug 3 | | Last day to submit work |

VI. Readings:
Required text for the course is: Ryan, K. (2016). *Those who can, teach* – 14th edition

*Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor in D2L.*

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:

**Class Attendance and Excused Absence:** [Policy 6.7]
Although this course is fully on-line, you must demonstrate online attendance. You need to log onto the course at least every weekday. If you go more than 3 consecutive days without logging in to work on the course, that will constitute an official absence. More than 3 absences (=3 periods of not logging in for 3 days) will result in the loss of a letter grade.

**Late Work**
Late work will be accepted at the discretion of the instructor, with points taken off for lateness. As a future educator, it is not acceptable behavior to turn in lesson plans, student grades, other official required paperwork late. This professional expectation is upheld within this course. All assignments for this course are due by midnight by the date on D2L and on the syllabus.

**Content of Course**
In this course we will discuss, research, and watch videos about difficult situations in public schools and within our American culture. It is important to be respectful of the people in these situations and realize other people in class may have difficulty viewing or discussing these ideas.

**Social Media**
This course requires students to use various social media platforms such as Facebook, Instagram, Twitter, etc. Some assignments for this course will be submitted on these platforms. Not understanding how to use social media is not an acceptable excuse for not submitting an assignment. As teachers, problem-solving on software and other technology is an important skill. You may have to use Google to learn how to properly work social media platforms.

**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/](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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](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.

**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
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. 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 policy 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 Early Alert Program at SFA.

There will be zero tolerance of language that is disrespectful to any person, group of people including a gender, sexual orientation, ethnicity, race, socio-economic status, immigration status, or any other vulnerable population. There will be zero tolerance of words that place negative connotations on historically marginalized people. As teachers, we are always responsible for our words, both in the digital world, and the face to face world, that professional expectation is upheld in this class.

Mental Health Considerations:
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
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
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

Additional Information Specific to Educator Preparation:
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.
Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be
l=Y.
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_Eval-
uation-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
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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

A. Students experiencing food insecurity

The Pantry is a food pantry at SFA to help alleviate hunger among students. The Pantry is located in Room 315 of the Rusk building.

B. Students who are Parents

Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content, age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.
3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.
5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or
assignments in a way that makes you feel supported as you strive for school-parenting balance.

6) This policy might not be extended to students caring for babies and children that are not their own (e.g., babysitting).

C. Students with DACA status

Letter from President Pattillo, SFASU (fall 2017)

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,
Baker Pattillo
President of SFA (2006-2018)