

Course Syllabus

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Welcome

In this course we'll explore the relationship between our schools and our nations. We'll consider why we invest in education, the challenges of helping every student feel welcome and be successful, and some controversies in education.

Course Basics

Catalog Description

EDUC 708. Social and Cultural Foundations of Education. 3 cr. Relationship between schooling and society; impact of society and culture on education and individuals within educational institutions; emphasis on educational processes, development, and outcomes from multiple theoretical and research perspectives including human relations with implications for teaching.

Instructor: Kym Buchanan

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- Office: CPS 454
- Office hours: Tue, 11-11:50 pm (2019 Spring), and by appointment

Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Approach controversial issues in education and other complex domains by applying multiple perspectives in a nuanced, flexible manner.
2. Articulate a vision for the value of funding quality public education.
3. Construct compelling arguments that merge (a) shared values with (b) beliefs about causality, to build towards consensus on education policies.
4. Construct creative, compelling messages about education issues, aimed at public audiences with wide-ranging backgrounds and literacies.

This is the central enduring understanding I want you to develop:

Quality public education is essential to our prosperity as a nation. Our nation is a pluralistic democracy with a capitalist economy driven by innovation, and with a heritage of honoring difference and protecting human rights. We should advocate for quality public education through illumination and persuasion.

This course focuses on these InTASC Model Core Teaching Standards:

- 2. Learning Differences
- 7. Planning for Instruction
- 9. Professional Learning and Ethical Practice
- 10. Leadership and Collaboration

Assignments: Highlights

Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment.

Discussion Posts: You will respond to one or more prompts about a module's readings. The overall purpose of this assignment is demonstrating your reflection on the big ideas in this course. (Outcomes 1, 2, &/or 3)

Philosophy of School Essay: You will write a persuasive essay explaining your beliefs about the essential purpose and function of public education. (Outcomes 2 & 3)

Position Paper: You will write an informative and persuasive essay in which you focus on one issue in education and recommend a course of action. There is a resubmit option for this assignment. (Outcome 3)

PR Campaign: You will write a proposal for a public relations campaign on an issue in public education. There is a resubmit option for this assignment. (Outcomes 3 & 4)

Study Questions Review: Throughout the Checklist you'll find questions to informally guide your learning. Twice during the course, as a formal assignment, you'll review these questions. (Outcomes 1, 2, 3, &/or 4)

Learning Online

This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since I won't be lecturing or facilitating other face-to-face activities, it's very important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding. For some readings, I provide study questions or other tools to help you check your understanding.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet by phone or in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. **I care about**

your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Twitter

I have a Twitter feed that sometimes includes issues related to this course. I have two main goals for using Twitter: use a new technology in my teaching and build connections with students. If you're already savvy with Twitter, I'm **@reach2grow**.

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Course Requirements & Grading

About Assignments

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from Canvas. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

http://education.uwsp.edu/central/faq_courses.php

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you

can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

See the Assignments spreadsheet in the Base Camp for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept any assignments after **Thursday, May 16, 2019, 11:59 pm**.

Textbook & Supplies

There is one required purchase textbook:

- Ravitch, D. (2010). *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*. New York: Basic Books.

You can buy this book new or used. You can instead buy it for Kindle. FYI, you can read Kindle books on a computer or smartphone, using free Kindle software.

Additional readings will be in Canvas or on third-party websites.

FYI, you can access university computers from off campus via the [Remote Lab](http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx) (<http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx>).

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Dispositions & Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean: Lynda Fernholz, (lfernhol@uwsp.edu, 715-346-3223).

Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx) (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>).

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are

some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#)

[\(http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf\)](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) (<http://www.uwsp.edu/disability/Pages/default.aspx>) and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](#) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions \(http://education.uwsp.edu/central/soe_dispositions_model.pdf\)](http://education.uwsp.edu/central/soe_dispositions_model.pdf) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.



Assignment: Respond to the Syllabus
























Reading this syllabus is an assignment. When you've finished, please complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

About Course Summary

The Course Summary is tentative and may change. For example, it may not include all assignments (e.g., because I'm still migrating this course to Canvas).

Course Summary:

Date	Details	
Fri Jan 4, 2019	 What is Modern Media?	to do: 11:59pm
Fri Jan 18, 2019	 Study Questions Review (https://uwstp.instructure.com/courses/131184/assignments/346897)	due by 11:59pm

Date	Details	
Thu Jan 31, 2019	 Central Understanding & Essential Questions	to do: 11:59pm
	 Directions: Discussion Post	to do: 11:59pm
	 Directions: Respond to Peers	to do: 11:59pm
	 How to Succeed	to do: 11:59pm
	 Review the Assignments	to do: 11:59pm
	 Welcome!	to do: 11:59pm
	 Discussion Post 1: Orientation (https://uwstp.instructure.com/courses/131184/assignments/348280)	due by 11:59pm
	 Respond to the Syllabus (https://uwstp.instructure.com/courses/131184/assignments/346896)	due by 11:59pm
	 Litvinov et al. (2018). 10 Challenges Facing Public Education Today.	to do: 11:59pm
Thu Feb 14, 2019	 Discussion Post 2: The Storm (https://uwstp.instructure.com/courses/131184/assignments/439894)	due by 11:59pm
	 About the Storm	to do: 11:59pm
	 Choose Your Issues	to do: 11:59pm
	 Plan for the Philosophy of School Essay.	to do: 11:59pm
	 Ravitch. Ch 1. What I Learned About School Reform	to do: 11:59pm
	 Ravitch. Ch 2. Hijacked! How the Standards Movement Turned Into the Testing Movement	to do: 11:59pm
	 Ravitch. Ch 3. The Transformation of District 2	to do: 11:59pm
	 Robinson, K. (2010). Changing Education Paradigms.	to do: 11:59pm
	 Spiro et al. (1998). Cognitive Flexibility Theory...	to do: 11:59pm
Thu Feb 28, 2019	 Discussion Post 3: Some History (https://uwstp.instructure.com/courses/131184/assignments/446625)	due by 11:59pm
	 Philosophy of School Essay (https://uwstp.instructure.com/courses/131184/assignments/439761)	due by 11:59pm
	 Buchanan, K. (2012). Introduction to Politics in Education.	to do: 11:59pm
	 Lens: Some History	to do: 11:59pm
	 Sadker, D.M., & Zittleman, K. (2006). Chapter 5.	to do: 11:59pm