



School of Education
 College of Professional Studies
University of Wisconsin - Stevens Point

Education 708: Social and Cultural Foundations of Education
 University of Wisconsin – Stevens Point
 Spring 2024

Instructor: Ozalle Toms, PhD
UWSP Phone: 608-295-5863

Virtual Office: [Zoom link](#)

Virtual Office Hours: (2pm-3pm), Tuesday (11am-12pm, 3pm-5pm), Wednesday (3pm-4pm) and Thursday (5pm-6pm) for all my courses. Please [book a meeting with me](#) beforehand. I am available outside of these hours, just email me your availability and we can work together to schedule a time.

Email: otoms@uwsp.edu

Required Textbook:

Blair, E., & Medina, Y. (2016). *The Social Foundations Reader Critical Essays on teaching, learning and leading in the 21st Century*. Peter Lang.

Additional readings will be available in Canvas

Course 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.

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 (1) shared values (2) 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.
- 5.

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

Inclusive Statement

In an ideal world, historical and contemporary educational theories would be objective. However, much of academic theories are subjective and are historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scholars, but limits still exist. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written. Integrating a diverse set of experiences is important for a more comprehensive understanding of educational theory. Culture and education are intrinsically linked. To be an effective educator we must cultivate and acknowledge the critical role culture plays in the teaching and learning process. Furthermore, I would like to create a learning environment for my students that supports diversity of thoughts, perspectives, experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official college records, please let me know. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).

CANVAS ONLINE Format

COURSE ASSIGNMENTS, EVALUATION AND POINTS See Schedule for due dates

Assignments: Highlights

This is a brief description major assignment. You will find assignment details and rubrics in Canvas.

25% of grade - Discussion Posts: You will respond to one or more prompts about the module content. The overall purpose of this assignment is to demonstrate your reflection on big ideas in this course. (Outcomes 1,2,3&4)

25% of grade - Critical Analysis Paper: You will write a critical analysis paper on an Historic Education Topic (Outcomes 2&3).

25% of grade - Critical Pedagogy Paper: You will write an informative essay in which you focus on one Critical Pedagogy. (Outcomes 1&4).

25% of grade – Final Synthesis: You will write an essay reflecting on the state of education. Your reflections should synthesis several of the topics discussed in this course. This paper should cover historical and contemporary events, theories, and pedagogies to explain your beliefs about the essential purpose and function of public education (Outcomes 2&3).

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 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 via zoom or by phone. Please don't hesitate to contact me, with questions about the course or assignments, questions about the readings, or problems in your life effecting your ability to be successful in the course. Don't worry about looking foolish or wasting my time. **I care about your success.**

Your final grades will be based upon the following:

- 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

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course."

POLICIES

Course Disposition Policy:

I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions 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.

Appropriate dispositions should be demonstrated throughout the course. One of the most valuable dispositions in this course is professionalism. This includes being prepared to engage in course content by

completing all readings, turning in assignments on time, completing each module in a timely manner, and use of professional tone during course interactions (emails and course discussion boards).

Video Recordings Policy:

Lecture materials and recordings for EDUC 708 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct

Plagiarism Policy:

Cheating and plagiarism is not tolerated. Assignments that are plagiarized will be considered unacceptable and major consequences may follow. If anyone is unsure of whether something is plagiarized, please consult a reference or myself. Assignments submitted to Canvas may be randomly scanned using Turnitin software.

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<https://www.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf>

I do, however, encourage working together to learn from each other as long as your work submitted is your own. In Canvas you have a space called Conversation Cafe and this is your place to work together to gather data or discuss work as a collaborative.

Writing Policy:

It is expected that all pieces of writing submitted for this course be proofread for conventional errors. This includes grammatical errors and incorrect sentence structures. Points may be deducted for conventional errors. In text citation for quotes and paraphrasing of an author is required followed with full citation. APA style.

Please see APA Resources here:

[APA Style \(7th Edition\) - Purdue OWL® - Purdue University](#)

Attendance and Participation Policy:

Attendance and participation is essential in this course. For online, your attendance for the first week will be an introduction discussion post. Attendance thereafter is timely completion of your assigned weekly work in Canvas.

Assignments:

No Google doc links: Do not submit Google doc links for your assignments except when the instructor shares an editable Google doc for a particular assignment or specifically requests that you use Google doc format.

Resubmission: In general, resubmission of assignments to earn a higher score is not allowed. Submit your best work to Canvas.

Late Work: Submit all assignments by the posted due date to the appropriate location by 11:59 PM on the due date. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned in late for full credit if the student has obtained permission from the instructor ahead of the due date and the assignment is turned in on the agreed upon extended due date. Without prior approval, an assignment completed no more than 48 hours late can receive up to 90% of the points possible. An assignment completed no more than 1 week late can receive up to 70% of the points possible. Assignments turned in after one week of the due date will earn zero points. Please ask before the assignment is due if you need an extension.

If the assignment link is closed, you can email and request me to re-open. Do not assume that I will not accept your late work just because the assignment date is past due or closed. It closes because I have it set on a schedule to keep the course flowing. I honor late work within reason: that it not a habit and is more of an exception, and that you communicate to me within a timely manner that you will be late. *I just ask that you please do not make late work a habit and please do ensure that if it is a group assignment or discussion that only has value if there are participants, you prioritize timely work with your classmates as assigned.* You do not want to hold up your classmate's work because you are late posting your requirement. Thanks

Class Climate & Honoring Difference:

The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote and embody pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

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.

Exceptional Needs Policy and American with Disabilities Act:

If you're unfamiliar or uneasy with this process, please contact me and we'll work through it together. 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. I'm happy to provide accommodation where necessary. 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.

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). Below is a link to more information: <https://www.uwsp.edu/datc/Pages/apply-for-accommodations.aspx>

InTASC CORE TEACHING STANDARDS

The InTASC Core Teaching Standards have been adopted by the UWSP School of Education. The standards have been grouped into four general categories (The Learner and Learning, Content, Instructional Practice, and Professional Responsibility) to help users organize thinking about the standards.

The Learner and Learning:

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content:

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice:

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility:

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers. Available at: [INTASC Standards | CCSSO](#)

Common Core Standards and RtI:

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area. <https://dpi.wi.gov/standards> Wisconsin has a unique vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included. <http://www.wisconsinrticenter.org/>

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Dr. Toms
Spring 2024-----100% Online
All course work available on Canvas

Week	Dates	Topics	Reading Assignments on Canvas All assignments due on Canvas
1	Jan. 22	Welcome & Orientation Foundations of Education: Why is it important?	Weekly Readings and Reflection – See Canvas for details
2	Jan. 29	Unit 1: History of Public Education: Practice and Policy	Weekly Readings and Reflection – See Canvas for details
3	Feb. 5	Unit 1: History of Public Education: Practice and Policy	Weekly Readings and Reflection – See Canvas for details
4	Feb. 12	Unit 1: History of Public Education: Practice and Policy	Weekly Readings and Reflection – See Canvas for details
5	Feb. 19	Unit 1: History of Public Education: Practice and Policy	Critical Analysis Paper Due Feb 25: Historic Education Topic (Details on Canvas)
6	Feb. 26	Unit 2: Social Justice & Critical Pedagogy	Weekly Readings and Reflection – See Canvas for details
7	Mar. 4	Unit 2: Social Justice & Critical Pedagogy	Weekly Readings and Reflection – See Canvas for details

8	Mar. 11	Unit 2: Social Justice & Critical Pedagogy	Weekly Readings and Reflection – See Canvas for details
9	Mar. 18	Spring Break	Enjoy Your Spring Break 😊
10	Mar. 25	Unit 3: Teaching and Learning in a Pluralistic Society	Paper Due March 31: Critical Pedagogy Paper
11	Apr. 1	Unit 3: Teaching and Learning in a Pluralistic Society	Weekly Readings and Reflection – See Canvas for details
12	Apr. 8	Unit 3: Teaching and Learning in a Pluralistic Society	Weekly Readings and Reflection – See Canvas for details
13	Apr. 15	Unit 3: Teaching and Learning in a Pluralistic Society	Weekly Readings and Reflection – See Canvas for details
14	Apr. 22	Unit 3: Teaching and Learning in a Pluralistic Society	Weekly Readings and Reflection – See Canvas for details
15	Apr. 29	Unit 3: Teaching and Learning in a Pluralistic Society	Weekly Readings and Reflection – See Canvas for details
16	May 6	Unit 3: Teaching and Learning in a Pluralistic Society	Final Synthesis Paper Due May 12

I reserve the right to modify this syllabus at any time. If I do so, you will be informed.