



# Syllabus - EDUC 708

- [Welcome](#)
- [Intended Learning Outcomes](#)
- [Content & Activities](#)
- [Kat & Other Technology](#)
- [Learning Online](#)
- [Course Requirements & Grading](#)
- [Dispositions & Conduct](#)
  - [Class Climate](#)
  - [Exceptional Needs](#)
  - [Integrity](#)
  - [Dispositions Model](#)
- [Textbook & Supplies](#)
- [Acknowledgments](#)
- [Assignment: Respond to the Syllabus](#)

---

## Welcome

Welcome to *EDUC 708 Social and Cultural Foundations of Education*. 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 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

- Email: kbuchana AT uwsp.edu
- Office phone: (715) 346-2906 [email is usually faster]
- Office: CPS 470
- Office hours: 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 shared values with 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

This course isn't aligned with Common Core State Standards. However, some assignments may touch on or focus on these standards (e.g., PR Campaign).

This course doesn't include preparation for using Response to Intervention (RTI). However, some assignments may touch on this model (e.g., Philosophy of School).

---

## Content & Activities

The [Checklist](#) shows the major content and activities for this course.

---

## Kat & Other Technology

Kat is an experimental learning management system, like D2L. I built Kat myself. [Kat can do many unusual things](#) to support teaching and learning, and it allows me to keep my course content open access (which is important to me). Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

We use e-reserve for some readings. We use the D2L Dropbox and Discussions tools.

---

## 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](#).

My feed will also appear on my homepage ([KymBuchanan.org](#)), and it's archived here: <http://twitter.com/#!/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.

---

## 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.**

Please read the directions for each assignment carefully. Depending the assignment, you will email me, submit in Kat, post to D2L under Discussions, or submit to the D2L 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.

## Course Requirements & Grading

### About Assignments

All the assignments are listed in the [Gradebook](#) in Kat. Directions and rubrics for all the assignments are in Kat. 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 and rubric for each assignment carefully. Depending the assignment, you will email me, post to D2L, or submit to D2L. 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.

For some assignments there may be different rubrics for undergraduate and graduate students. Be sure you refer to the correct rubric.

**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 D2L. Please don't tell me "I did that but I deleted it."

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

### [Frequently Asked Questions \(Courses\)](#)

### 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 by as much as 10% (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.)

### 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.

## Attendance

Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible.

I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability. However, I understand that you have a life beyond this course. In general, the best way to avoid losing points is to contact me before an absence. After an unexpected absence, I'd like to see a physician's note. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

## 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 probably won't accept late work after **Sun, Jul 17, 2016, 11:59 pm**.


## 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").

## 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](#) .

## 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](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  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](#) . 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](#)  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.

---

## Textbook & Supplies

There is one 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. ([Ravitch on Amazon.com](#) 

There are additional readings available free on e-reserve and on Kat. The [Checklist](#) will direct you.

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

## 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.

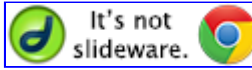
## Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please go to Kat and 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.

---

Creativity is all about how many rules you can forget about. -Unknown ([more quotes](#))

Created by Kym Buchanan | <http://KymBuchanan.org> | This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).



CSS: [General Presentation](#)

Some content and curriculum based on work by: Maysee Herr, Rand Spiro, Lisa Bardon, Quinn Stanley, Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point. Unattributed images are the work of the author or taken from Microsoft PowerPoint.

*Last revised 6/8/16*



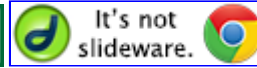


## Assignments (EDUC 708)

#	Title	Points Possible	Due	
11	Respond to the Syllabus	2	Tue, Jun 14	11:59:00 PM
12	Open Journal (Unit 1)	2	Tue, Jun 14	11:59:00 PM
21	Open Journal (Unit 2)	2	Thu, Jun 16	11:59:00 PM
22	Position Paper: Choose Your Issue	0	Thu, Jun 16	11:59:00 PM
23	PR Campaign: Choose Your Issue	0	Thu, Jun 16	11:59:00 PM
31	Open Journal (Unit 3)	2	Tue, Jun 21	11:59:00 PM
32	Philosophy of School	20	Tue, Jun 21	11:59:00 PM
41	Open Journal (Unit 4)	2	Thu, Jun 23	11:59:00 PM
51	Open Journal (Unit 5)	2	Tue, Jun 28	11:59:00 PM
52	Position Paper	20	Tue, Jun 28	11:59:00 PM
53	Philosophy of School (Resubmit (optional))	0	Tue, Jun 28	11:59:00 PM
61	Open Journal (Unit 6)	2	Thu, Jun 30	11:59:00 PM
71	Open Journal (Unit 7)	2	Thu, Jul 7	11:59:00 PM
72	PR Campaign	20	Thu, Jul 7	11:59:00 PM
81	Study Questions (any 2)	4	Tue, Jul 12	11:59:00 PM
82	Open Journal (Unit 8)	2	Tue, Jul 12	11:59:00 PM
83	Position Paper (Resubmit (optional))	0	Tue, Jul 12	11:59:00 PM
91	PR Campaign (Resubmit (optional))	0	Thu, Jul 14	11:59:00 PM
	<b>Total</b>	82		

The important thing in the Olympic Games is not winning but taking part. Just as in life, the aim is not to conquer but to struggle well. -Pierre De Coubertin ([more quotes](#))

Created by Kym Buchanan | <http://KymBuchanan.org> | This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License](#).



CSS: [General Presentation](#)

Some content and curriculum based on work by: Maysee Herr, Rand Spiro, Lisa Bardon, Quinn Stanley, Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point. Unattributed images are the work of the author or taken from Microsoft PowerPoint.

Last revised 6/8/16