College of Education  

**Fall 2014**

**EDF 3604 Schools and Society**  
**Instructor:** Lora Kosten Ph.D  
**Office:** USFSM B342  
**USFSM at NP Office 209**  
**Office:** 941-426-7783  
**Home:** 941-488-5182  
**Office Hours:** Virtual by Appointment

**Class Meets 100% Online**

**Recommended Text:**

**Optional:**

It’s impossible to talk of respect for students, for the dignity that is in the process of coming to be, for the identities that are in the process of construction, without taking into consideration the conditions in which they are living and the importance of the knowledge derived from life experience, which they bring with them to school. I can in no way underestimate such knowledge. Or what is worse, ridicule it.  

*—Paulo Freire*

In the above quote, Paulo Freire gets at the importance of respect and of context. Just as people believe and behave as a result of a complex set of environmental and biological interactions, schools operate in certain ways based on social, cultural, economic, and political foundations, contexts, and assumptions. In this course you will learn about these foundations of education and the ways in which they sometimes clash because of differing opinions. For instance, people hold strong and diverse opinions about the purpose of education. Is it for social reproduction or social critique? Should it bring about assimilation of immigrants, or should it teach an appreciation for diversity?

**Course Catalog Description:**  
Social, economic and political context within which schools function and the values which provide direction for our schools.
COURSE TOPICS:
This course will cover the following content areas:
1. Purposes of education
2. Critical pedagogy
3. Social, historical, political, economic, and corporate influences on education
4. Global & ethical issues

Course Objectives:
• Develop skills and objectives for writing a research paper.
• Develop and awareness of the social, economic and political context in which schools function.
• Engage in activities that address the importance of arts integration in education.
• Develop skills and techniques for critically reflecting on issues in education.
• Use resources (not opinions) to argue your point.
• Participate in a diverse community activity.
• Create a presentation to further analyze a topic from the course content.

Course Student Learning Outcomes:
We will learn about the challenges of education in the United States and debate the controversies. By the end of this course, you should be able to:

I. Outcomes addressing USFSM Pillars of Intellectual Engagement – Diversity:
1. Define critical pedagogy and explain its importance to educational practice and respect for diversity
2. Discuss ways in which social class affects quality of education
3. Explain critical race theory and its repercussions in education
4. Argue positions of gender effects in the classroom
5. Describe problems, including bullying, faced by GLBTQ students
6. Articulate other social issues in education, such as bilingual education, disability education, schooling for democracy, political effects, and media literacy

II. Outcomes addressing USFSM Pillars of Intellectual Engagement –Community Engagement
7. Reflect on ways in which community experiences demonstrate the need for complex solutions in education practice, from local to global
8. Create a PowerPoint presentation on your research theme and post for others to critique. Requirements will include peer response to the topic.
PLAGIARISM SOFTWARE (if applicable)
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.
D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of
Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](#).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Web Portal Information**: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

F. **No Smoking Policy**: The USF Sarasota-Manatee is now a Tobacco and Smoke Free campus that also prohibits the use of E-Cigarettes. This policy can be reviewed at: [http://usfsm.edu/blog/help-usfsm-clear-the-air-by-going-smoke-and-tobacco-free-in-2014/](http://usfsm.edu/blog/help-usfsm-clear-the-air-by-going-smoke-and-tobacco-free-in-2014/)

**Canvas USE:**
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for uploading assignments, online discussions, course documents and announcements. Assignments will only be accepted through Canvas. Please check Canvas at least three times per week.

Information on how to use Canvas is available at: [http://www.usfsm.edu/infocommons/students.php](http://www.usfsm.edu/infocommons/students.php)

**More about EDF 3604:**
Both original No Child Left Behind (NCLB) legislation and Education Secretary Duncan offer substantial comments about “highly educated teachers.” An article in the Nov. 30,
2009 *Education Week* states, “The secretary made it clear that teacher quality is going to play a central role in the ESEA reauthorization” (Klein, 2009). As non-education majors, this course will give you an overview of schooling in America. You will learn about the history of education, philosophy and bureaucratic structure.

**Reading assignments:**
You will typically read 25-50 pages each week. Please read the assignments critically; do not just skim them or come to class saying “I didn't get it.” At upper undergraduate course levels, students are expected to analyze what they read and to come to class prepared to discuss and respond to the readings. As they accumulate over the weeks, think about ways in which they complement and contrast other course readings and readings from other classes. When you do not know terms or events mentioned in the readings, look them up! This will make you an active learner and make the course more valuable to you.

**Assignments:**
This is a writing intensive course, and you will be turning in informal writing through Discussion postings and replies as well as formal writing on a research topic selected. **Other Assignments Include:** a News Report and Diversity Activity.

If you have not been adequately prepared for upper level undergraduate writing assignments such as never been asked to write a research paper prior to a junior/senior level university course, it is not your fault. But this is certainly a reasonable expectation for students in an upper-level undergraduate university course. Papers must be presented in APA documentation style, which is the appropriate style to learn for any social science course. If you are having difficulties beyond what time I can devote to writing in class, make an appointment with the Writing Center on paper development/organization/etc., and/or meet with our librarian to assist you with your research.

**All College of Education courses require students to use proper APA documentation style when preparing papers.**
Resources for this documentation style include:

- APA Style Samples:
- [http://guides.lib.usf.edu/content.php?pid=69952&sid=517795](http://guides.lib.usf.edu/content.php?pid=69952&sid=517795)
• Owl at Purdue: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) (students find this site to be informative and user friendly)

Our librarians are a wonderful resource; have them assist you in using *Ref Works*; this is a system that will automatically format references in APA or other documentation styles.

**Criteria for written assignments:**
When asked to analyze or evaluate, *be specific*. Also, remember that a *summary is not an analysis*. If you are not sure of the difference, check a good book on writing styles or talk with me.

"A" papers make solid associations between ideas and experiences. They offer insight into the concepts being explored. They offer new ideas or new perspectives on old idea. It is assumed and expected that your papers will:

- Demonstrate a command of grammar and mechanics.
- Include a thesis, well-developed paragraphs, and smooth coherence as you move from one idea to the next.
- Substantiate your ideas with examples.
- Be handed in only after careful proofreading and with errors cleanly corrected on the final copy.

**Format for Papers:** Typed, double-spaced, 12 point Times Roman font, left-hand alignment (NOT justified, please!), carefully proofread. The best advice I can give you: do not write the paper the night before it is due. You will not have time to do the most important element of writing, which is editing and proofreading, and it will show.

**Useful Resource:** Our library provides an Information Commons on the second floor of the main rotunda in Sarasota. Hours: Mon.-3:00 pm-5:00 pm, Tues.-11:00 am-2:00 pm, Wed.-3:00 pm-6:00 pm and Thurs.-11:00 am-1:00 pm. Students may contact Diane Fulkerson for online assistance. dfulkerson@sar.usf.edu

**Class Participation:**
This syllabus explains the written and oral assignments for the class. Additionally, of course, you are expected to keep up with weekly Canvas discussion.

**Netiquette:**
For courses that challenge students to look inward, I prefer face time to create a comfortable environment in which to share and gain support from peers. I will do my best to create online venues for sharing experiences and learning from one another that allow you to express your thoughts openly and for respectful challenges to biases or
opinions that are not backed by research. Communication in online courses occurs via
the written word. Please keep all communication respectful through choice of words,
content and proper grammar. Please see policy for Academic Disruption (the link is
located in USFSM and USF System Policies above.) It explains expected student
behavior at USF Sarasota-Manatee. This information pertains to all students enrolled in
any course or program including online courses.

**Canvas Use:**
The class syllabus is posted in Canvas, an online course management system. In this
class, Canvas will be used for all communications, assignments, discussion postings, and
grading. If you are not familiar with Canvas, please seek assistance.
Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday
through Friday. Please call or email Carlos Montoya at 941-359-4215 cmontoya@sar.usf.edu.
The USF Tampa IT Helpdesk provides 24 hour support for Canvas. Please call 813-974-
1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning
hours.
Additionally, Canvas tutorials can be found in the Student Quickstart Guide
at [http://guides.instructure.com/m/8470](http://guides.instructure.com/m/8470)

**Navigation:**
This course will use Canvas as its management system. If you are unfamiliar with Canvas,
you need to contact Campus Computing and they will point you to tutorials or orient
you to the software.
The course consists of weekly modules that will be released each Thursday on the week
before the Friday due date. All chapter reflections, Discussions postings and major
assignments are due on Friday of each week at 11:59 PM. If specified, you may be
required to upload work to the assignment link. All rubrics are located in Canvas and
guidelines for assignments are found in the syllabus.

**Please CHECK YOUR USF EMAIL ACCOUNT DAILY FOR COURSE
UPDATES AND INFORMATION.**

**How to login to your USF email:**
1. Login to MyUSF: [https://my.usf.edu](https://my.usf.edu)
2. Select "email" from the tabs at the top of the screen
3. Select "students –USF google mail" from the drop-down menu.

**A Final Important Note:**
This course may cause you to question your opinions, or at times make you angry, defensive, or even confused about your values or beliefs, then I am doing my job. Schools and Society is not an easy course. It will insist that you look at inequities and injustices. In fact, remember that you have no idea about the diversity of the students in our classroom at USF. Expect that you are among people of diverse religions, sexuality, upbringings, ethnicities, and beliefs. Remember this as you make remarks in the class. I will do my best to create an environment that is safe for expressing viewpoints. I will ask you to do the same.

I begin this syllabus with a quote from Paulo Freire about respecting students. I expect that respect to be reciprocal. Frequently I get end of semester requests to make up work from the early months of the semester, to grade extra revisions, and to offer last-minute extra credit. My urgent recommendation to you is to do your work on time and do it well. Don’t write drafts and papers at the last hour and expect that they will get the highest grades. If a true emergency comes up, let me know right away, and we will work out a plan.

**Details on Assignments:** Written assignments will be uploaded to Canvas and all assignments must be posted/presented on due dates; credit will not be given to work that is late.

**Details on Assignments**

**Assignments:**

**Introduction:** For first class attendance, you will be asked to post a short bio of yourself. **This will be due on Thursday Aug 28th at 10:00 AM and be used to confirm your enrollment in this course.** All other assignments are due on Fridays of each week at 11:59 PM. (05 points)

**News Report:** You will present a written overview of recent news based on the Guidelines posted in Canvas. This 1-2 page overview of current educational news could be local, state, national, or international news, and you will discuss ways in which the news reflects issues and problems that we have covered in class. (10 points)

**Weekly Discussions or Assignments:** (55 pts. total). Write a reflection based on chapter readings and/or your research in response to the prompt presented each week in the module. You may be asked to post this work on Discussions and reply to peers, or upload the work in Assignments. There are 11 weekly postings and each discussion/assignment is worth 5 points.
**Diversity Activity** (10 points). Be uncomfortable in your skin! Go somewhere that your personal values or comfort zone would not typically take you: a Republican rally if you are a Democrat (or vice versa), a religious service that differs from your own personal practices, a place where your native language is in the minority, etc., etc. We can brainstorm ideas in class. Write a 2-page reflection in which you not only express your feelings but also consider what you have in common with this event and what you learn from the people you meet. See guidelines on Canvas.

**Research:** (20 points total.) You will select a topic of interest that is meaningful to you in your future profession and develop a research question. Next, you will write four 2-page papers that respond to your question through the lenses of Differing Perspectives, Diversity, Bureaucracy, and Ethics. Each paper will have a minimum of three references and the textbook can be counted as one. The other two references should be from peer-reviewed journals. Each section will have a different due date, and the first two sections can be revised after feedback is given as this is a Gordon Rule course. Each section must contain in-text citations along with a reference page and a short introduction and conclusion. APA documentation style is mandatory. You will create a PowerPoint to present your research to peers and post to a specified Discussion link 5 Pts.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Aug 28th</td>
<td>05</td>
</tr>
<tr>
<td>News Report</td>
<td>Nov 21st</td>
<td>10</td>
</tr>
<tr>
<td>Diversity Activity</td>
<td>Nov 7th</td>
<td>10</td>
</tr>
<tr>
<td>Research</td>
<td>Sept 26th, Oct 3rd, Oct 24th, Nov 1st</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>Aug 28th through Dec 5th</td>
<td>55</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE POINTS: 100**

**GRADING:**

97-100 A+ 94-96 A 90-93 A-
87-89 B+ 84-86 B 80-83 B-
77-79 C+ 74-76 C 70-73 C-
67-69 D+ 64-67 D 60-63 D-

**NOTE:** This syllabus may be modified during the course of the semester. If it is, the changes will be published via Canvas announcement, USF email, or both.
<table>
<thead>
<tr>
<th>DATE/Week of:</th>
<th>READING/CLASS DISCUSSION</th>
<th>ORAL/WRITTEN ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Aug 25th</td>
<td>Chapter 1 <em>The History and Political Goals of Public Schooling</em></td>
<td>Post BioWeekly Assignment Upload and/ or Discussion Board Postings</td>
</tr>
<tr>
<td>2: Sept 1st</td>
<td>Chapter 2 <em>The Social Goals of Schooling</em></td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings</td>
</tr>
<tr>
<td>3: Sept 8th</td>
<td>Chapter 3 <em>Education and Equality of Opportunity</em></td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings</td>
</tr>
<tr>
<td>4: Sept 15th</td>
<td>Chapter 4 <em>The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool</em></td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings Develop a Research Question</td>
</tr>
<tr>
<td>5: Sept 22nd</td>
<td>Chapter 5 <em>Equality of Educational Opportunity</em> Research/Writing</td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings Due: Research Paper/Differing Perspectives</td>
</tr>
<tr>
<td>6: Sept 29th</td>
<td>Chapter 6 <em>Student Diversity</em></td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings</td>
</tr>
<tr>
<td>7: Oct 6th</td>
<td>Chapter 7 <em>Multicultural and Multilingual Education</em></td>
<td>Weekly Assignment Upload and/ or Discussion Board Postings Due: Research Paper/Diversity</td>
</tr>
<tr>
<td>8: Oct 13th</td>
<td>Research/Writing</td>
<td>Resubmit Revised Section(s) of Research Paper</td>
</tr>
<tr>
<td>9: Oct 20th</td>
<td>Research/Writing</td>
<td>Due: Research Paper/Bureaucracy</td>
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<tr>
<td>10: Oct 27th</td>
<td>Research/Writing</td>
<td>Due: Research Paper/Ethics</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment/Due Date</td>
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<tr>
<td><strong>11: Nov 3rd</strong></td>
<td>Diversity Experience</td>
<td><strong>Diversity Activity</strong> is due</td>
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<tr>
<td><strong>12: Nov 10th</strong></td>
<td>Chapter 8 Local Control, Choice, Charter Schools, and Home Schooling</td>
<td>Weekly Assignment Upload and/or Discussion Board Postings</td>
</tr>
<tr>
<td><strong>13: Nov 17th</strong></td>
<td>Chapter 9 Power and Control at State and National Levels</td>
<td>Weekly Assignment Upload and/or Discussion Board Postings News Report is due</td>
</tr>
<tr>
<td><strong>14: Nov 24th</strong></td>
<td>Chapter 10 The Profession of Teaching</td>
<td>Weekly Assignment Upload and/or Discussion Board Postings</td>
</tr>
<tr>
<td><strong>15: Dec 1st</strong></td>
<td>Chapter 11 Globalization of Education</td>
<td>Weekly Assignment Upload and/or Discussion Board Postings</td>
</tr>
</tbody>
</table>