Instructor:  Dr. Dina Osborn  
E-Mail:  dina1@sar.usf.edu  
Availability:  Availability: 9 a.m.-5 p.m. on most days. Email is the best way to contact me, as I check this regularly. I will ordinarily respond within 24 hours. If you wish, you may set up an appointment to meet with me on campus. Feel free to contact me if you have any questions.

TEXTS AND MATERIALS:
Rossiter, J. APA Pocket Handbook

Additional online readings and materials are located in CANVAS modules. Books are located in the Sarasota-Manatee bookstore or you may purchase them or rent them on Amazon.

COURSE FORMAT:  This is an accelerated, 8 week online course that is asynchronous. This means you can log on anytime during the week to participate. We do not meet on a specific day of the week. Since there will be no face-to-face class meetings, it is imperative that participants are conscientious, motivated and self-disciplined. While the course is very flexible in terms of when you put in the time, you can expect to average about 8-10 hours per week on the course, for a period of 8 weeks.

Your weekly assignments will include some combination of reading the textbook/articles, viewing/listening to online videos, completing discussion questions, and participating in the discussion board. A list of all assignments and their due dates is included in the course calendar, as well as in the modules in Canvas. You are expected to refer to the calendar and modules in order to complete all assignments on time. The modules are consecutive and you will move through them sequentially to complete assignments.

COURSE DESCRIPTION AND PURPOSE:  This course offers an examination of foundational issues and concepts tied to the development of the American public school system. The main points of inquiry include an analysis of the socio-cultural issues impacting the development of schools, the treatment of the major historical markers in the evolution of the school and an examination of the social, philosophical, and historical foundations of education in a modern democratic society.
**OBJECTIVES:** By the end of this course, students will be able to:

- Analyze socio-cultural issues in education and their relationship to present practices and policies in schools.
- Describe the role that schools play in the socialization of children and youth.
- Identify elements of the dominant culture in the United States and describe how it is influenced by and affects other cultures in the United States.
- Discuss issues of inequality such as social class, race/ethnicity, and gender.
- Develop and exercise your personal voice through the interpretation, critique, and production of knowledge around sociological, political, historical, and philosophical issues in education.
- Consider how specific education policies and practices - like school choice, No Child Left Behind, curriculum differentiation and school financing - shape the range of educational opportunities afforded students.

**COURSE ATTENDANCE:**
So that you are not dropped from the class, you MUST submit your bio in the first module by Friday of the first week so I know you are present (Trust me, it is a hassle to be reinstated, so you will want to do this).

**CANVAS AND 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. I only use USF email addresses for email communications with students, as the university provides me with these and it is too difficult to keep up with students' personal emails. Check Canvas/USF email on a daily basis to see if any announcements, such as class changes, alterations in assignments, etc., have been posted on the announcement board. These are the only two ways I have of communicating with the whole class. You will post all assignments through Canvas unless otherwise directed. If you are unfamiliar with Canvas, please go to: https://s3.amazonaws.com/ta-leancanvas/screensteps/pdf-manuals/Canvas+Student+Quickstart+Guide.pdf

If you have trouble uploading to or downloading readings from Canvas or posting, you should contact Information Technology.

**CANVAS COURSE FORUMS:**
**Announcements:** Check this tab daily as I often post specific due dates or clarify course requirements.
**Syllabus:** The course syllabus can be found here.
**Modules:** This is where you will find the assignments and step by step materials for the course. The course is separated into modules and you can navigate through the course here.
**Note:** You must go through each step of the module in order to participate in the discussion. You will be locked out of the discussion if you have not gone through the materials first!
GRADING, EVALUATION AND PARTICIPATION: READ CAREFULLY!

DISCUSSION QUESTIONS (DQ): You will have four topics for discussion throughout this course. Each is worth 5 points and due on the date posted. I will be grading you on the substantive quality of your answers therefore your responses should be minimum of 200 words and should integrate the topic readings and materials. Remember to cite all references you use to avoid plagiarism. Whereas you are encouraged to use references to support your responses, you must use your own words to form the majority of your answer. A participation rubric is included in the first course module. *While the DQ response is part of the discussion, your response to the question does not count toward the participation requirement; only your responses to others count as participation (see below).

COURSE PARTICIPATION REQUIREMENTS: You must participate in class discussions by posting at least three responses to other classmates per discussion. Each response is worth 3 points. All responses must be substantive in nature which means, in the opinion of the instructor, they are significantly adding to the discussion. One or two sentence responses are not considered substantive. Substantive responses are about 75 words or more. An important teaching skill is critical reflection, which you are developing as you think, analyze and critique each other, however use a respectful tone when responding. Inappropriate tone or rude responses will not get count for credit.

Note: Online Discussions are much like extended class sessions. Once the discussion is over and we have moved to the next one, I will not accept participation responses as the class is over. In order to allow for productive discussions among your classmates, do not wait until a day or two prior to the end of the discussion to participate as this does not give ample opportunity for others to respond.

LATE POLICY: Late assignments ordinarily receive a 20% deduction for each day they are late. I will not accept any assignments past the last day of class. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage or other issue with Canvas, students should submit assignments through email to the instructor and post to the main forum when systems are restored. I recommend you save and take screen shots of your work in the event there is a glitch in the system.

Unless an Incomplete grade has been granted, learner assignments submitted after the last day of class will not be accepted. Incompletes will not be granted unless you are earning a passing grade in the class at the time of your request. Completion dates are up to the instructor.

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: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

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.

PLAGIARISM: Any attempt to use the work of others as your own is grounds for failing the course. I use the university software “TurnItIn” to check for plagiarism. A high score indicates most of the work is by another author. **There is no negotiation** if I find you have plagiarized. **PLAGIARISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.** Do not submit prior assignments. Be aware that you can self-plagiarize by submitting the same assignment you submitted for another course. If you are unsure what constitutes plagiarism, check: [http://www.lib.usf.edu.proxy.usf.edu/services/plagiarism.html](http://www.lib.usf.edu.proxy.usf.edu/services/plagiarism.html), [http://owl.english.purdue.edu/handouts/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html).

GRADING:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>97-100 A+</td>
<td>94-96 A</td>
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<tr>
<td>90-93 A-</td>
<td>87-89 B+</td>
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<tr>
<td>84-86 B</td>
<td>80-83 B-</td>
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<tr>
<td>77-79 C+</td>
<td>74-76 C</td>
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<tr>
<td>70-73 C-</td>
<td>67-69 D+</td>
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<tr>
<td>64-67 D</td>
<td>60-63 D-</td>
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ASSIGNMENTS:

**REACTION PAPER - Shame of the Nation:** (6-10 pages). This paper is a reaction to the book *Shame of the Nation* and should be formatted in APA including a title and reference page. Use the USF online library database to find at least three articles in professional journals that address one or two of the issues in the text. Do not use web resources other than to supplement your journal references. You must cite references in the body of the paper to support your reactions. Your paper will be checked for plagiarism using the Canvas plagiarism checker. See section on plagiarism for specific guidelines. While proper citation is expected, you should not use citations to replace your own thoughts and ideas. Do not email your paper to me as it may end up in my Spam folder and you will not get credit.

**COMMUNITY ENGAGEMENT JOURNAL:** (MINIMUM 5 page double spaced in APA format). This course includes your interaction in a 6-10 hour community experience. Pick a
community event you will participate in that is religious, ethnic or charitable in nature. You will journal your observations and reflections of your experience. You will be graded on your reflections and critique of your experience. **Points will be deducted if you include only or mostly observations.** Some questions that show reflection are: What are you learning about yourself as a teacher and how the community impacts students and the learning environment? What are you learning about the potential resources in the community and how you might utilize them in your lessons? How has this experience impacted your decision to teach?

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<tbody>
<tr>
<td>Reaction Paper</td>
<td>24</td>
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<tr>
<td>Community Engagement Journal</td>
<td>20</td>
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<tr>
<td>Discussion Question (5 pts each)</td>
<td>20</td>
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<tr>
<td>Participation (3 pt per response; 9 pts per DQ)</td>
<td>36</td>
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<tr>
<td>*14 pts. possible per DQ</td>
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<td><strong>Total</strong></td>
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**Criteria for written assignments:** Late papers will be subject to the late policy. Any assignment that is not submitted within 3 days of the due date will ordinarily not be accepted and will not receive credit, except for students with documented extenuating circumstances. Submit a rough draft for my feedback at least 2 weeks prior to the final due date. Papers cannot be revised once finally submitted on their due date.

"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 including a conclusion, and smooth coherence as you move from one idea to the next.
- Substantiate your opinions with examples and scholarly references such as journal articles.
- Be handed in only after careful proofreading and with errors cleanly corrected on the final copy.
- Be written in APA style including a title and reference page and include citations in the body to support your ideas.