

EDUC 506 Contemporary and Social Issues in Education
Longwood University: Professional Studies
(Online-Spring-3 credits)

Instructor:

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I. Course description and rationale:

This course addresses the essential role of teachers as reflective citizen leaders and active change agents both in schools and society. The history of the philosophical and sociological development of education as an institutional system in our nation is based upon contemporary cultural issues impacting teaching and learning in a diverse society. Featured herein is the integral role that the appreciation of cultural diversity, integration of technology, and awareness of contemporary educational trends play in both teaching and learning. 3 credits.

It is essential that future teachers and school personnel understand the philosophical and historical roots of contemporary school curricula and structure as well as the societal and political factors that continue to profoundly influence schooling in the United States. To foster this understanding of education in both historical and contemporary contexts, students must take an active part in their learning in this course by staying up-to-date with readings and assignments and by participating in activities and discussions. The instructor is available to address via email or by appointment.

II. Required texts:

Please ensure that you have the correct edition of the text.

Slater, D.M. (2018). *We're doing it wrong: 25 ideas in education that just don't work-how to fix them*. Delaware: Skyhorse. (ISBN 978-1-5107-2561-4)

Spring, J. (2019). *American education*. 19th Ed. New York, NY: Routledge, Taylor, and Francis. (ISBN 978-0367222659)

Additional readings may also be included in this course, which will be posted on the class Canvas site.

III. Course objectives:

Upon successful completion of this course, the student will be able to:

Knowledge

1. Identify critical historical antecedents and philosophical underpinnings relating to the development of public education in the United States.

2. Analyze the role of contemporary education in our pluralistic American society and reflectively consider several of the debates relating to public school structure and curricula, drawing appropriate connections between these ongoing debates and their historical and philosophical roots.
3. Investigate and summarize the legal, financial, and ethical issues that affect teachers, students, and schools.
4. Analyze the role of philosophy in personal and professional practice.
5. Explain how using philosophy beyond the classroom affects teachers in their roles as change agents and teachers as leaders. Describe the roles that private schools and non-mainstream educational systems (Catholic parochial schools, Montessori, Waldorf, home-schooling) have played in United States education.
6. Examine how cultural contexts influence teaching and learning in individual classrooms.
7. Summarize the parameters of culturally relevant teaching.
8. Appreciate contemporary issues and current trends in education, including the impact of technology on education.
9. Understand Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.

Skills

1. Critically consider issues relating to contemporary education reform from multiple perspectives.
2. Engage in thoughtful discussions regarding educational reform with individuals both inside and outside of education.
3. Describe a political position surrounding the teaching profession and relate it to political action.

Dispositions

1. Demonstrate an appreciation of the importance of various cultural forces and events that shape schools through various written assignments.
2. Realize the need for teachers to be active change agents and leaders at the school and societal levels.
3. Demonstrate an appreciation of different learning styles and contributions of all cultural backgrounds in school settings.
4. Demonstrate professionalism and ethical standards, as well as personal integrity.

IV. Evaluations and Assessments:

1. Topical presentations: Students will be constructing and delivering a "micro-teaching" presentation that will be submitted during the final week of class. Students will video record themselves and upload the presentation using the Canvas resources. Further directions will be presented within the assignment. Topics will be selected from the example list found below, with these topics assigned in a first-come, first-served manner. Additional topics aside from these will be considered but should have the prior approval of the instructor. Students will need to notify the instructor of their intended topic by the end of week 2.

The grade for this assignment will have two parts; a brief literature summary on the topic (a minimum of five peer-reviewed sources presented in a literature review), and the presentation itself (which will be rubric assessed). The presentations will be 10-15 minutes in length and

must be submitted as a video presentation. They do not have to comprehensively summarize all of the literature on the topic, as these are broad topics, but rather should pull out aspects of particular interest, relevance, or importance. 150 Points (lit review 30, presentation 120).

Example topics:

- Standardized testing debate
- Home-schooling
- Gender-specific public schools
- School violence and safety measures (arming teacher etc.)
- Pre-school and school readiness
- Technology and virtual schools (could be split into multiple sub-topics)
- Teacher Tenure and the teachers' unions
- Bathroom access for transgender students
- Alternative Preparation Licensure

2. Reflective Journal: Students will journal each week. Some weeks you will be asked to share articles, news clips, videos, etc. on specific topics and provide a supporting "personal opinion" to accompany. It is important to note that you will be required to support your position with at least one reference other than the course text. Be sure to follow **APA** formatting and insert your reference at the end of your submission. Journal entries will be approximately one page in length and will each count for 20 points; 140 points total.

3. Diversity and Equity: In this activity you will be completing three quizzes. While the quizzes are meant to be a self-reflection and eye-opening experience, they are of no value if:

1. you cheat by "googling" the answers
2. you don't take time to reflect on the correct responses
3. you don't formulate a plan on how to change your worldview after completing the quizzes, (should a change be needed).

So, please take time to complete each quiz honestly. The answer keys will be unlocked next week, as well an opportunity to reflect.

Simply upload a statement to "confirm" you completed the quizzes this week.

4. Discussion boards: The purpose of discussion board assignments is for students to reflect thoughtfully and exchange ideas of the academic topics covered in this course. As a class, you will benefit from this assignment only as much as you put into it—last-minute posts that are inaccurate, sloppy, unorganized, and unclear help no one. If you find that a post is unclear or inaccurate, it is your role to ask your classmate for further clarification or to point out the inaccuracy. If someone replies to your post with a question, you owe him or her the courtesy of a response. You are also responsible for posting your answers and replies on time.

I will also comment where appropriate on the posts or discussion threads. I also look forward to reading posts or discussions that are particularly thoughtful, insightful, and well written.

5. Class assignments: Various smaller assignments, such as text responses, etc. will each count 15 points for a total of 105.

6. Timely submissions: 5 points

Assignments	Due Date	Point Values	Learning Outcome that will be Met (this is the additional column)
Honor Code Agreement Start Here Module Philosophy Quiz Text Response #1 Journal Entry # 1 Discussion #1	Module 1	0 5 10 15 20 10	K1, K2, K4, K5, S1, D1
Text Response #2 Journal #2 Discussion #2 Presentation (Lit Review) Diversity and Equity	Module 2	15 20 10 0 25	K6, K8,S2, D1, D2
Text Response #3 Journal #3 Discussion #3 Diversity Quiz Responses	Module 3	15 20 10 75	K3, S1,D2, K5, K6, K7, S2, D1, D3
Text response #4 Journal #4	Module 4	15 20	K5, K6, K7, S2, D1, D3
Text Response #5 Journal #5 Literature Review Discussion #4	Module 5	15 20 30 10	K1, K2, K3, S2, D1
Text Response #6 Journal #6	Module 6	15 20	K1, K5, S1, D4
Text Response #7 Journal entry #7	Module 7	15 20	K3, K5, K9, S3, D4
Topical Presentation	Module 8	120	K3, K5, K9, S3, D4

V. Course Outline:

Date:	Topic/ activity
Week 1	The History and Political Goals of Education
(assignments will be further framed and available through Canvas) - Complete Honor Code Agreement - Complete introduction (Start Here module) - Read American Education, Spring. Chapter 1 - Complete philosophy quiz - Write and submit text response	

- Complete Journal entry # 1 -Participate in "Thoughts to chew on...." discussion	
Week 2	The Social Goals of Education and Equality of Opportunity
- Read Spring chapters 2-3 - Watch both video links provided - Write and submit text response - Complete Journal entry #2 - Select a topic for topical presentation - Participate in "Thoughts to chomp on...." Discussion - Complete the Diversity and Equity Quizzes, (3 total)	
Week 3	The Economic Goals of Schooling
- Read Spring chapter 4 - Write and submit text response - Complete Journal entry #3 - Participate in "Are we finished chewing yet...." Discussion - Grade your quizzes and submit your scores and reflection - Literature review/ development of microteaching presentation should be underway	
Week 4	The Equality of Educational Opportunity
- Read Spring chapter 5 - Write and submit text response - Complete Journal entry #4	
Week 5	Student Diversity and Multicultural Education
- Read Spring chapters 6-7 - Write and submit text response - Complete Journal entry #5 - Submit the literature review - Participate in "Got some water?" discussion	
Week 6	Power and Control in Education: Local, State and National levels, Charter Schools, Home Schooling
- Read Spring chapter 8-9 - Write and submit text response - Complete Journal entry #6	
Week 7	The Profession of Teaching and Globalization
- Read Spring chapter 10-11 - Write and submit text response - Complete Journal entry #7 -	
Week 8	Wrapping Up Complete and submit video Topical Presentation

VI. Content outline

The History and Political Goals of Public Schooling

The Social Goals of Schooling

Education and Equality of Opportunity

The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool

Equality of Educational Opportunity: Race, Gender, and Special Needs

Student Diversity

Multicultural and Multilingual Education

Local, State and National Control, Choice, Charter Schools, and Home Schooling

The Profession of Teaching

Globalization of Education

VII. Class policies:

Grading Scale

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016, there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus were not used, and for example, a B+, B, and B- would have all been worth three quality points.)

94-100 (611-650)	A: Excellent (4 quality points)
90-93 (585-610)	A-: Excellent (3.7 quality points)
87-89 (566-609)	B+: Good (3.3 quality points)
83-86 (540-608)	B: Good (3 quality points)
80-82 (520-607)	B-: Good (2.7 quality points)
77-79 (501-606)	C+: Passing (2.3 quality points)
73-76 (475-605)	C: Passing (2 quality points)
70-72 (455-604)	C-: Passing (1.7 quality points)
69 & Below (0-603)	F: Failure (0 quality points)

Grading Policy

Grading: I will post your points online when I finish assessing your assignments. Generally, this is completed within one week of the last submission date.

Late Work: All course work **MUST** be completed by the designated date, or points will be deducted. If, for some reason, this is impossible because of a medical emergency or family issue, it is your responsibility to contact your instructor to explain the situation and work out an alternative plan.

Incompletes: The instructor may choose to grant a grade of "I," which indicates that because of illness or other excused reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should

complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

Course Policies & Guidelines

Writing Style:

All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (7th edition).

Graduate Student Writing Center:

Graduate students may request help with writing through the online graduate student writing center. Visit <http://www.longwood.edu/graduatestudies/student-resources/graduatestudent-writing-center/>

Honor Code:

Each student is expected to follow Longwood University's policy, available online at <http://www.longwood.edu/studentconduct/12021.htm> All tests and assignments are to be pledged.

Longwood Honor Creed:

"We shall not lie, cheat, or steal, nor tolerate those who do."

Academic Pledge:

"I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

Honor Pledge:

"I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do."

Student Responsibility:

****All graduate students are required to maintain and check their Longwood email account.**

All University correspondence, including valuable information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. You should set up your CYPHIR account immediately to help you reset your Longwood password at any time: <http://www.longwood.edu/usersupport/student-resources/> Changing your account in Canvas only changes email for that course, not overall.

It is the responsibility of students to inform themselves of and to observe all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. **Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: <http://catalog.longwood.edu/> {Select Graduate Catalog; Select General Information; Select Academic Regulations}**

Evaluation of the Instructor:

At the conclusion of the course, each student will have the opportunity to evaluate the course instructor through an anonymous online survey.

Technical Assistance:

Contact User Support Services at 434-395-4357 or email helpdesk@longwood.edu for help with your passwords, email, or myLongwood account access. For questions regarding Canvas or WebEx, contact the Digital Education Collaborative (DEC) at 434-395-4332 or dec@longwood.edu.

Accommodations and Disability Resources

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note-taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources

Stress and anxiety are very typical reactions to college life, and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost.

Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday.

Reporting of Crimes and Sexual Misconduct

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with

Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning, and working environment which promotes personal integrity, civility, and mutual respect. If you have been the victim of a crime or sexual misconduct, we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Academic Policies and Resources

<http://www.longwood.edu/academicaffairs/syllabus-statements/>

VIII: References

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