**COURSE OVERVIEW**

**Description**
Philosophical, historical and psychological roots of education in America; current models, instructional designs and strategies of education; and, contemporary concerns in education.

The purpose of this course is to gain an informed understanding of current issues and challenges facing education in 21st Century US American Society. Additional focus is placed on the development of critical thinking skills to consider, discuss, deliberate and debate varying perspectives on pressing contemporary issues in public education.

**Enrollment Information**
Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.
Schedule #21233, Section 1, 3 units Sept. 4 – Last day to add, drop, or change grading basis.

**Contact Information & Communication**
To document communication, please use email and put “ED350” in the subject line. Remember to sign with your complete name! Additional contact information is posted on BlackBoard. Please allow 24 hours for a response. Please confirm email address at SDSU WebPortal (https://sunspot.sdsu.edu/portal/)

**Required Text**

In-class activities will often require use of the internet, so mobile devices & laptops are useful. Students are expected to research current resources on course related topics to participate in learning activities and successfully complete assignments.

**BlackBoard**
For this course, BlackBoard will be used to post Announcements, Course Materials, some discussion boards, and submitting written assignments. Grades to be posted on BlackBoard will be for assignments and TOTAL for Attendance & Participation. The instructor will keep hard copy records and students are advised to do the same, checking with the instructor as needed. Email is preferred to help document communication, so be sure to sign your emails!

**Technical Support for BlackBoard**
For student support, go to the Bb Student Help page by either clicking “help” at the top of any Bb page or by pointing your browser to its.sdsu.edu/blackboard/student/index.html

**COURSE REQUIREMENTS**
There are a total of 100 possible points for this course. Grading criteria will be provided.
50 pts Attendance & Participation
30 pts Position Papers (3 @10 pts)
10 pts Pro/Con Interview Study (2 Participants)
10 pts Chapter Presentation: Debate & Deliberation
100 pts

❖ Attendance & Participation – Be sure to sign the Roster each class session!
Each session is worth 2 points for a maximum of 50 for A&P. There are 30 class sessions, two online, worth up 60 points; 50 pts count toward A&P and additional points are applied to the final grade as extra credit. Evidence of attendance is maintained by signing a daily roster. Students are expected to attend regularly, prepared to participate in all learning activities. Only the final total for A&P will be recorded on BlackBoard.

Discussion Boards (asynchronous) on BlackBoard in lieu of class for Tuesdays 9/22, 10/6, 10/20 & 11/3 – due to noise from construction. Students must post one response (100+ words) to the prompt and one reply (50+ words) to another student any time that week for attendance. Class will not meet T 11/24 (Interview Study) & Th 11/26 (Holiday) so attendance points are not earned.

❖ Position Papers (Issue selected CANNOT be the same as Chapter presentation or Interview Study!)
Position Papers should clearly connect your views to the course readings, in-class presentations and research for supportive evidence. Supportive evidence should be identified through the use of quotes and in-text citations (4+ per paper) to sources to identify intellectual property. The Position Paper should be 750-1000 words, with complete heading, and complete list of references (Text + 2); double spaced with 12 point font. Grading Criteria will be provided. Submission is via BlackBoard with a deduction of 10% for each class session posted past due.

✓ #1 – Due: 10/1 Describe your position on education in American Society with supportive evidence from course text and research. Select one issue from Part One of those listed in the course text and develop your position. Why is this topic important to you? How might your position affect students, teachers, and other educators? What are some implications for diverse families, multicultural communities, and a democratic society? What else would you like to know? Where can you find additional information? Who are sources that you consider reliable on this topic? (Issue selected CANNOT be same as Chapter presentation or Interview Study!)

✓ #2 – Due: 11/5 Describe your position on education in American Society with supportive evidence from course text and research. Select one issue from Part Two of the course text and develop your position. Why is this topic important to you? How might your position affect students, teachers, and other educators? What are some implications for diverse families, multicultural communities, and a democratic society? What else would you like to know? Where can you find additional information? Who are sources that you consider reliable on this topic? (Issue selected CANNOT be same as Chapter presentation or Interview Study!)

✓ #3 – Due: 12/17 Describe your position on education in American Society with supportive evidence from course text and research. Select one issue from Part Three of the course text and develop your position. Why is this topic important to you? How might your position affect students, teachers, and other educators? What are some
implications for diverse families, multicultural communities, and a democratic society? What else would you like to know? Where can you find additional information? Who are sources that you consider reliable on this topic?  *(Issue selected CANNOT be same as Chapter presentation or interview Study!)*

- **Pro/Con Interview Study (TWO participants)**
  Due: 12/3  *Issue selected CANNOT be the same as Position Papers or Chapter presentation!*  Students are to select an issue from the course topics (listed in text) and interview two individuals with different points of view.  THIS IS NOT A DEBATE WITH PARTICIPANTS.  The individuals do not have to represent the views presented in the readings, *but should differ from each other*.  Interviews should be done separately.  One student from this course can be interviewed for this assignment.  Sample questions will be developed in class.  One class session will be allotted to developing this assignment.

The interview study should include the following for each participant:
- Point of view on the topic, background in education, current involvement with schools;
- Influences shaping participant’s views and their sources of information on this issue; and
- Brief synopsis of causes, consequences & possible solutions for issue related concerns.

Format for this assignment (at least 750 words):  heading, introduction (why the issue and participants were selected), body of the paper (response to prompts), conclusion with reflections on findings (your reflections on their views), and references to sources used.  The conclusion and reflections on findings should compare and contrast participants’ views with each other and with course readings.  *This is not a paper on your position! Issue selected CANNOT be the same as Position Papers or Chapter presentation!*

- **Chapter Presentations: Debate & Deliberation (Done in Pro/Con Pairs)**  
  *(SEE COURSE OUTLINE FOR DATES)*

The purpose is to demonstrate that you are well informed and can deliberate on an important issue in contemporary education in US American society.  Students will sign up for a chapter; date will be determined in class.  There must be an interactive component to the presentation.  Presentations should be 30-45 minutes, combining delivery of information with audience participation.  In class time will be allotted to developing this assignment.

Content: overview of issue; impact on participants in schools; implications for a diverse & democratic society; advocates for different positions presented.

Format: each chapter presents two positions to be used as the basis for debate & deliberation.
- Pro/Con Pairs should demonstrate preparation on the issue with supportive evidence.
- The presentation can use visuals, a PPT, handouts, charts, graphics, articles, etc.
- There must be an interactive component that engages the class, i.e., role playing, quick writes, guided discussion, Q&A, use of technology, media, etc.
- A one-page overview of the assignment must be submitted via BlackBoard (can also be a handout, PPT or other student made material).

Procedure for each Debate & Deliberation:
1. **Position 1**: Constructive argument – Give your best points of argument supported by evidence. (5 minutes)

2. **Position 2**: Cross-examine Position 1 – Q and A. Ask questions that challenge the main points of argument. Position 1 responds to questions. (5 minutes)

3. **Position 2**: Constructive argument – Give your best points of argument supported by evidence. (5 minutes)

4. **Position 1**: Cross-examine Position 2 – Q and A. Ask questions that challenge the main points of argument. Position 2 responds to questions. (5 minutes)

5. **Audience Interaction**: Develop a learning activity to engage the audience in your debate and deliberation. Can be incorporated throughout the presentation, before or after. (10-15 minutes)

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**CLASS POLICIES**

**Grade Points**

- A 95-100
- A- 91-94
- B+ 88-89
- B 83-87
- B- 80-82
- C+ 78-79
- C 70-72
- D 60-69
- F 59 or fewer points

**Class Outline & Grading Criteria**: Will be provided and posted on BlackBoard

**Attendance & Participation**: Students are expected to attend regularly and prepared to participate in all learning activities to earn maximum credit. MAKE-UP assignments will NOT be offered. **Late work** is accepted with a 10% grade deduction per class session past due date.

**Accommodations**: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Integrity**: The University adheres to a strict [policy regarding cheating and plagiarism](http://www.sa.sdsu.edu/srr/conduct1.html). These activities will not be tolerated in this class. Become familiar with the policy. Any cheating or plagiarism will result in failing the class and a disciplinary review by Student Affairs. Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class
If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf

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**ED350 – Fall 2015 - Course Outline**

**Tuesdays – Topic introduction & resource review**

**Thursdays – Pro/Con Debate & Deliberation (+ T&Th) (*Due Dates)**

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<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Learning Activities (* Assignment Due Dates)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction  Democracy &amp; Education</td>
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<tr>
<td>8/25 &amp; 8/27</td>
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<tr>
<td>Week 2</td>
<td>Part One – Justice &amp; Equity -- Instructor Facilitated</td>
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<tr>
<td>9/1 &amp; 9/3</td>
<td>Chapter 1 Introduction: Critical Issues &amp; Critical Thinking</td>
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<td>Week 3</td>
<td>Chapter 2: Family choice in Education: Public Interest or Private Good</td>
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<td>9/8 &amp; 9/10</td>
<td>Thurs. Ch. 2 – Anthony D., Anne B., and Ben S.</td>
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<td>Week 4</td>
<td>Chapter 3: Financing Schools: Equity or Privilege</td>
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<td>9/15 &amp; 9/1</td>
<td>Thurs. Ch. 3 – Savannah B., Himanshu B., &amp; Jeremy S.</td>
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<td>Week 5</td>
<td>Tuesday online – Discussion Board on BlackBoard</td>
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<tr>
<td>9/22DB &amp; 9/24</td>
<td>Chapter 4: Privatization, Commercialization, &amp; the Business of School</td>
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<td>Thurs. Ch. 4 – Lauren R., Brittany B., &amp; ABSENTEE</td>
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<td>Week 6</td>
<td>Chapter 5: Religion &amp; Public Schools: Free Expression or Separation</td>
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<td>9/29 &amp; 10/1*</td>
<td>Thurs. Ch. 5 – Aaron M., Nadia P., &amp; Robert W.</td>
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<td>*Due: PP#1</td>
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<td>Week 7</td>
<td>Tuesday online – Discussion Board on BlackBoard</td>
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<tr>
<td>10/6DB &amp; 10/8</td>
<td>Chapter 6: Gender Equity: Eliminating Discrimination or Accommodating Differences</td>
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<td>Thurs. Ch. 6 – Haley G., Marta G., &amp; Sara G.</td>
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<td>Week 8</td>
<td>Chapter 7: New Immigrants &amp; the Schools: Unfair Burden or Business as Usual</td>
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<td>10/13 &amp; 10/15</td>
<td>Thurs. Ch. 7 – Raffy G., Francisco M., &amp; Erica T.</td>
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<td>Week 9</td>
<td>Tuesday online – Discussion Board on Blackboard</td>
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<tr>
<td>10/20DB &amp; 10/22</td>
<td>Part Two: Knowledge &amp; Literacy &amp; Ch. 11 – Multicultural Education: Democratic or Divisive – Instructor Facilitated</td>
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<td>Week 10</td>
<td>Chapter 8: Standards-Based Reform: Real Change or Badly Flawed Policy</td>
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<td>10/27 &amp; 10/19</td>
<td>Thurs. Ch. 8 – Jenn M., &amp; Michelle R.</td>
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<td>Week 11</td>
<td>Tuesday online – Discussion Board on BlackBoard</td>
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<td>11/3DB &amp; 11/5*</td>
<td>Chapter 9: The Academic Achievement Gap: Old Remedies or New</td>
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<td>Thurs. Ch. 9: Claudia G., &amp; Eric M.</td>
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<td>*Due: PP#2</td>
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<td>Week 12+</td>
<td>Chapter 10: Values/Character Education: Traditional or Liberational</td>
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<td>11/10 &amp; 11/12</td>
<td>Tues. Ch. 10 – Marachel L., &amp; Danielle</td>
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<td>Chapter 12: Technology &amp; Learning: Enabling or Subverting</td>
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<td>Thurs. Ch. 12 – Rueben J., &amp; Andy P.</td>
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<td>Week 13</td>
<td>Part Three – Individuals &amp; Environments -- Instructor Facilitated</td>
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| Week 14                      | Chapter 13: Discipline and Justice: Zero Tolerance or Discretionary Practices  
|----------------------------|--------------------------------------------------  
| 11/24 & 11/26              | Thurs. Ch. 13 – Connor C., Mathilde H., & Heidi S.  
|                            | **Interview Study – Time allotted Tuesday -- NO CLASS**  
|                            | Thursday – **Holiday**  
| **Week 15+**                |  
| 12/1 & 12/3*               | **Chapter 14: Violence & Bullying in Schools: School Treatable or Beyond School Control**  
|                            | Tues. Ch. 14 – Mie F., Alan G., & Madison S.  
|                            | **Chapter 15: Inclusion & Disability: Common or Special Education**  
|                            | Thurs. Ch. 15 – Chase C. & Katrine H.  
|                            | **Due: Interview Study**  
| **Week 16+**                |  
| 12/8 & 12/10               | **Chapter 16: Teacher Unions & School Reform: Advocate or Adversary**  
|                            | Tues. Ch. 16 – Alison Z., & Meriam E.  
|                            | **Chapter 17: Academic Freedom & Censorship: Teacher Rights or Responsibilities**  
|                            | Thurs. Ch. 17 – Bianka M. & Camilla K.  
|                            | Last class – Closing Reflections  
| Final 12/17*               | **Due: PP#3**  