

ED 216 - Purpose, Structure, and Function of Education in a Democracy
Meetings: Mondays & Wednesdays 8:30 - 9:50
IA 231 (CRN: 30608)

“Always wear bifocal glasses. I mean, look through the bottom half at your own kids and your own colleagues and the culture of your school. but don’t only do that, look up and see how those kids in that school fit into the larger scheme of things.....many of us good folk, trudge on because we’re always looking down through the bottom part of the glasses at the kids we have gathered around us. Those that do look up, while at the same time doing well by their own kids are the ones who are really going to make a difference.”

Ted Sizer, *The Active Learner*, August 1996

INSTRUCTOR: Christy Stevens
OFFICE HOURS: Vary week-to-week. Schedule through instructor website.
OFFICE: Advising Center/Takena Hall
CONTACT INFORMATION: (w) 541.917.4918 (h) 541.753.4353
E-MAIL: stevenc@linnbenton.edu

To schedule an appointment you can access my calendar and sign up for the appointment from my instructor website.

INSTRUCTOR WEBSITE

Go to www.linnbenton.edu. Click QuickLinks, click Instructor Website, click Stevens or click [HERE](#).

COURSE DESCRIPTION

Introduction to the historical, social, philosophical, political, legal and economic foundations of education in the United States and other countries in order to provide a framework from which to analyze contemporary educational issues in various schools, communities, and workplaces.

DIFFERENCE, POWER, AND DISCRIMINATION COURSE (DPD)

Student learning will be interactive, giving students the chance to experience the sorts of liberatory pedagogical practices best suited for understanding difference, power, and discrimination. Students will also draw on materials from experts in diversity and social inequality to examine systems of oppression and privilege within educational structures.

COURSE LEARNING OUTCOMES

1. Analyze current issues in education through historical, sociological, political and philosophical lenses.
2. Identify the major philosophical orientations in education and relate them to contemporary issues and trends.
3. Identify the laws that impact education in schools, communities, and workplaces.

Difference Power & Discrimination Outcomes

- Explain how difference is socially constructed.
- Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
- Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States.

REQUIRED TEXT

Teachers, Schools, and Society: A Brief Introduction to Education (3rd or 4th edition) by David Miller Sadker & Karen R. Zittleman.

NOTE: Copies of the text are on reserve in the library. Students can check them out for two-days or two-hours.

ASSIGNMENTS AND LATE ASSIGNMENTS (This includes tests)

- All assignments, with the exception of notecards, should be turned in through **Turn It In**.
- When you turn in assignments, I commit to grading them in a timely fashion and providing helpful feedback. It is to your benefit to that all assignments be turned in on time. That being said, you may turn in late assignments. I will not apply the same time or feedback standards to late assignments and I will grade late assignments in the order that I receive them.
- **Assignments and tests due during weeks 1-4 may be turned in through the end of week 5. Notecards are excluded. I will not accept them after the end of week 5. Assignments due weeks 5-9 may be turned in through the end of week 9. Notecards are excluded. No late assignments will be accepted during week 10.**
- Tests are taken in class.

Note: Book Group and class participation points cannot be made up.

TEST AND NOTE CARD POLICY

1. In place of a study guide, students are encouraged to create a notecard that can be used on their tests.
2. On the dates noted on the Schedule of Assignments you may turn in one 5X8 note card (front and back, typed or handwritten). The note card corresponds to the chapter content we are covering in class.
3. The notecards are not graded nor assigned any point value.
4. The instructor keeps the note cards until the day of the test. At this time she will return them to you and you can use them on your test.

*****Note cards are due on the day listed on the schedule and cannot be turned in late.**

1. If a student is absent, it is the student's job to get his or her notecard to the instructor (e-mail attachment works well).
2. If you forget to bring your notecard to class on the due date, you can leave it in my box in LM 101 on the due date before 5:00pm.

COURSE REQUIREMENTS AND EVALUATION

Profile Form	20 points
Philosophy of Education Paper	150 points
Tests (3 @ 50 points each)	150 points
Book Synopsis	75 points
Book Group Class Participation (2 @ 50 points each)	100 points
Participation Points (18 @ 10 points each)	180 points
Final	<u>125 points</u>
Total Points	800 Points

GRADING

716 - 800 points = A

636 - 715 points = B

556 - 635 points = C

476 - 555 points = D

475 points and below = F

P/NP option or withdrawal: Notify Registration Office (located in Takena Hall) by 7th week of class.

VETERANS

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

CAMPUS RESOURCES

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to you instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply or call 541-917-4789.

You learned about many resources provided by LBCC in your Destination Graduation class - use them.

Note: The instructor reserves the right to make changes to the course syllabus and schedule.

ASSIGNMENTS/ED 216/CLASS MEETS EVERY MONDAY & WEDNESDAY

*** Class meets, no assignment due this day

Week	Due Date	Assignment Due	Topics
1	Mon. Wed.	*** Profile Form (submitted in Turn it In) Book Sign-up	Introduction/Syllabus Overview/ Current Events The Multicultural History of American Education
2	Mon. Wed.	MLK Holiday - LBCC is closed. Chapter 5 Reading & Note Card, submitted in class.	The Multicultural History of American Education The Multicultural History of American Education
3	Mon. Wed.	Chapter 8 Reading & Note Card, submitted in class. ***	School Law & Ethics School Law & Ethics
4	Mon. Wed.	*** Test Chapters 5 & 8 (This will be taken in class)	School Law & Ethics
5	Mon. Wed.	Chapter 6 Reading & Note Card, submitted in class. ***	Philosophy of Education ***
6	Mon. Wed.	Book Discussion Groups Book Discussion Groups Book Synopsis Paper Due, submitted in Turn It In	Who Has Vision in Education? ***
7	Mon. Wed.	President's Day Holiday - LBCC is closed. Chapter 7 Reading & Note Card, submitted in class. Philosophy of Education Paper Due, submitted in Turn It In.	Financing and Governing America's Schools
8	Mon.	Test Chapters 1 & 6 & 7 (This will be taken in class).	Teaching Your Diverse

	Wed.	Chapter 3 Reading & Note Card (Submitted in class)	Students
9	Mon. Wed.	**** Chapter 9 Reading & Notecard, submitted in class Inventory p. 281 (short & quick)	**** Reforming America's Schools
10	Mon. Wed.	**** Test Chapters 3 & 9 (Taken in class - Multiple Choice Questions only)	***
Finals Week	M	8:00 - 9:50 Bring two typed questions you want to ask the instructor. Final Exam turned in through Turn It In by 10:00 am or it is late and you will receive 0 of the points possible.	Ask the Instructor