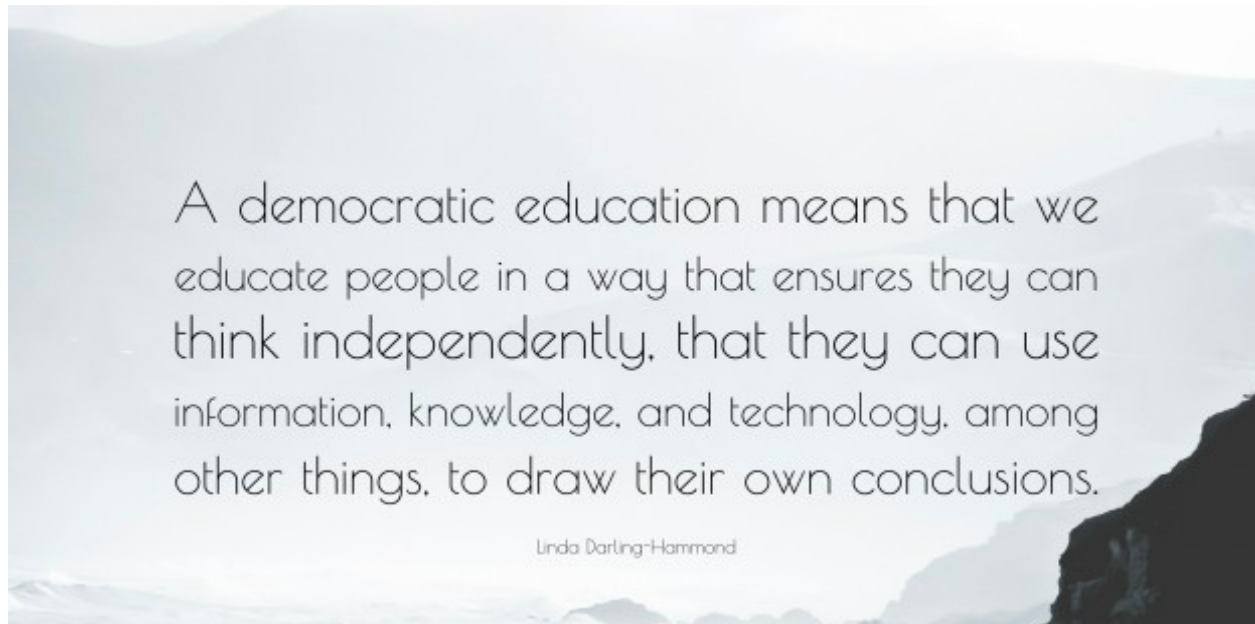




ED 216 - Purpose, Structure and Function of Education in a Democracy



Meets on Tuesdays from 10 - 11:20 in MKH 203.

Instructor Information

Instructor: Kanoe Bunney

Email: bunneyk@linnbenton.edu

Credits: 3

Office: MKH 202, phone: 541-236-4927

Class Sessions: Tuesdays, 10-11:20

Office Hours: In-person hours: Following class sessions: Tuesdays 11:30-12:30; Make an appointment for a virtual session using the link provided beneath my picture on the course moodle page.

*In the event we are unable to hold class on campus, due to inclement weather, Covid-19 or another unforeseen circumstance, please click on this zoom link:

<https://linnbenton.zoom.us/j/96362492797> so we may hold a virtual class. Password: ED216PSF

Course Access on Moodle

Visit www.linnbenton.edu; sign in using your X number and password.

COURSE DESCRIPTION

Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. (Matches OSU 2019 - 2020 catalog).

DIFFERENCE, POWER, AND DISCRIMINATION COURSE (DPD)

ED 216: Purpose, Structure, & Function of Education in a Democracy fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

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 AND DISCRIMINATION OUTCOMES (DPD)

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. 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. (Matches OSU requirements as of August 2019).

COURSE TOPICS:

- Access and equity issues in education in the United States
- The multicultural history of education in the United States

- Equity and school funding in the United States
- The business model of public education in the United States
- Accountability in the United States
- Schools, politics, and social change in the United States
- School reform in the United States
- School choice in the United States
- School law in the United States
- Philosophy and education in the United States
- Reflective practice as liberatory pedagogy
- International comparisons of students/systems

ATTENDANCE/PARTICIPATION

Since this is a hybrid course, our work takes place in-person, face to face on Tuesdays AND in an online setting. You are expected to come to class regularly and contribute to our class learning community through group discussions and interactions.

You are expected to visit our class site on a regular basis, participate in discussions and be prepared to build upon the content of the assigned readings.

Appropriate participation will be considered in the final grading (if your final grade is borderline, this can push you up or down). Appropriate participation includes speaking knowledgeably, listening to others, and asking constructive questions.

· *You* are responsible for your own learning. During the course, the instructor may opt to present live mini-lessons and you can choose to attend and get the most from the session. The exams and quizzes include material from assigned readings, videos, Moodle notes, and discussions.

*If you are sick or miss class for any reason, please contact the instructor. As a student, you are responsible for your own learning and need to submit in class assignments, or exit tickets within one week of your absence. **Requirements for missing class:** a) contact 1-2 classmates and get the notes and summary of the session b) schedule a 15 minute appointment with the instructor before the next class session.

COVID CONCERNS

Wear a mask or face covering indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement.

ACADEMIC HONESTY

Read LBCC's statement [here](#).

Students at LBCC are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, violating copyright or trademark, or copying college software.

Plagiarism is a type of academic dishonesty that involves the theft of another person's idea, words, images, music/sounds, or creative works and/or deceit in the representation of who created the work by not properly crediting sources. Plagiarism, one form of cheating or dishonesty, is not just the failure to give credit for an exact quotation. Plagiarism includes both intentional and unintentional acts.

In this class, if you engage in plagiarism on an assignment, you will receive a 0 for this assignment. You will also be reported to Jill Childress, who directs the Board of Student Conduct. For this reason, we will use Turnitin, a software system which checks for plagiarism, when you submit assignments on Moodle.

Phone Policy

Occasionally phones may be used to find information, take a poll, play a game such as Wooclap or Kahoot, or used to project information. Phones can also distract us. I ask that you be fully present while you are in class and if you need to send a text, or answer a call, kindly be respectful of other classmates and step outside. I recognize some life events call on us and we need to be in communication with others.

THE ACTIVE LEARNING CLASSROOM

This class is taught in LBCC's Active Learning Classroom. This deliberate choice of class learning environment deepens the learning of DPD outcomes as it stimulates the connections between theory and practice. Students deconstruct their own learning experiences in a class which employs critical thinking activities such as paired discussions, interactive book groups, daily exit questions, multiple viewpoint analysis and analysis of current events.

CLASS MATERIALS AND Course Moodle Shell

While print copies are provided in class, the syllabus and all assignments for this class can be accessed on Moodle.

CLASS NOTES

During the course of the term, you are required to sign up for a [note-taking session](#). One or two classmates are asked to take notes and reflect on the main topics and activities. At the beginning

of the following class period, the students present their understanding of the previous class session to the class. This exercise helps us all stay on track.

Exit Tickets

At the end of most sessions, your response to an essential question is required upon your exit from the class.

SUBMITTING ASSIGNMENTS & CHECKING YOUR GRADES

Students will submit most assignments on Moodle and use the tool, Turnitin. Turnitin is an anti-plagiarism software. Because of the late policy and the student contract, the instructor will also provide you with a google document so that you can track your grades.

REQUIRED TEXT

Teachers, Schools, and Society: A Brief Introduction to Education (6th edition) by David Miller Sadker & Karen R. Zittleman. This text is available as a DDA text and can be accessed through a site called VitalSource through our course Moodle site. **NOTE:** Copies of the 4th edition of the text are on reserve in the library. Students can check them out for two hours or three days.

COURSE REQUIREMENTS AND EVALUATION

What types of assignments, assessments and participation are expected of students?

Class Participation-Each class, you are expected to come prepared with the required task for the session. Please read the required text, article before you arrive. Please see the policy regarding missed class sessions.

Class Notes-Please sign up for a time to take notes and present them to the class at the beginning of the following week.

Exit Tickets-Can take the form of closing questions, quizzes and activities completed and assigned in class.

Online Assignments: Historical Timeline Assignment, Google Slides/Graphics- Philosophy Inventory

[Top Ten Assignments](#)-Started online, and completed in class in groups.

Forum Posts-State your understanding of a concept and provide evidence. Respond to other posts from other classmates.

Reading Notes and Focus Question Responses

Educator Interview Assignment-Students choose to interview two individuals in their desired field of interest.

Book Synopsis Assignment and In-Class Book Presentation in small groups

Extra Credit: School Board Meeting Essay

Quizzes/Midterm-online

GRADING

A 90-100% B 80-89% C 70-79% D 60-69% F 0%-59.9%

ASSIGNMENTS

Some assignments will be turned in during class sessions while others require you to turn them in through **our Moodle page**. When you submit assignments, I commit to grading them in a timely fashion and providing helpful feedback. If you submit an assignment on time, you have the opportunity to rewrite and resubmit for a better grade. It is to your benefit 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. With a few exceptions, Assignment due dates are target dates.

*Assignments due during weeks 1-3 may be turned in by Sat. at midnight of Week 3.

*Assignments due during weeks 4-6 may be turned in by Sat at midnight of Week 6

*Assignments due during weeks 7-9 may be turned in by Sat at midnight of Week 9.

I encourage you to submit rewrites in order to improve your writing and possibly earn a higher grade. Rewrites are due within one week of receiving feedback.

Exceptions: Week 1: Students must submit the exit ticket and participate in the online forum by January 9th at 10 am to remain in the course. The college must adhere to student-drop deadlines to ensure that those who are enrolled in the course remain in the course.

1. All assignments (submitted on Moodle) should be double-spaced and written in 12-point Times font
2. Use a standard format (APA or MLA) for all citations.
3. Submit all of your assignments using the dropboxes on Moodle. Please note that the Writing Center offers assistance and can work with you during any stage of the writing process, from brainstorming to final proofreading.

4. Please use this standard for saving and submitting assignments: Last name _ (name of assignment). Example: Bunney_LearningStyles
5. Rewrites are strongly encouraged. An assignment submitted on time or before the due date can be rewritten and resubmitted for a higher grade. Writing is a process. However, assignments that are submitted after the target due date

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 your 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.

LBCC Roadrunner Resources - Housing and Food

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Roadrunner Resources Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so.

ASSIGNMENTS/ED 216/CLASS MEETS EVERY Tuesday

*The instructor reserves the right to make minor changes in response to student learning and pacing of the course.

Week	Days	Assignment Due	Topics/Essential Question
1	Tuesday 1/4	<p>Exit Question (in-class)</p> <p>Education Superstars-Rita Pierson</p> <p>Tom Hanks and Community College</p>	<p>Introduction/Syllabus Overview Community Norms</p> <p>Paired Discussions (article provided by instructor)</p> <p>Intro to next week’s focus:: Chapter 4 Student Life in School and Home; “What Teachers Make”</p> <p>Quiz: Opens Thursday; closes Saturday (Two attempts)</p>
2	Tuesday 1/11	<p>Chapter 4 Reading & Top Ten Assignment (submit as group for participation credit)</p> <p>Make a choice for the Book Assignment, click here Find 3 choices, and include your first choice. Bring the title, author and list number.</p>	<p>In preparation for class: Read Chapter 4: Student Life in School and Home & pp. 97-108: In Class: Top 3 Important Concepts-</p> <p>Complete introductory school forum post by Jan. 9 (complete initial post to remain in class), google form and high school survey</p> <p>Bring top 3 book choices to class</p>

3	Tuesday 1/18	<p>Chapter 5 Reading Oregon History of Education</p> <p>Introduce School Board Meeting Assignment/Informational Educator Assignment (choice)</p> <p>Top Ten Assignment Due in class</p>	<p>In preparation for class: Read: The Multicultural History of American Education Due Online: Timeline Assignment (Thursday)</p> <p>Start thinking about the Interview Assignment; Quiz on Chapter 7: opens Thursday (1/20), closes Saturday.</p>
4	Tuesday 1/25	<p>Niche Assignment -Bring to class. Exit Ticket: Questions</p> <p>Ch. 7 Summary-In class Assignment</p>	<p>Chapter 7: Financing and Governing America's Schools-NICHE Assignment</p> <p>(instructor will introduce) Informational Educator Assignment</p>
5	Tuesday 2/1	<p>Chapter 6 Reading Ed Philosophy Inventory-p. 170 in text.</p> <p>Take notes on Philosophy Foldable</p>	<p>In preparation for class, Read Ch. 6 Philosophy of Education. Online: Philosopher Inventory Due; Submit Midterm Study Guide</p> <p>Find an Educator to interview Informational Interview Assignment</p>

6	Tuesday 2/8	<p>ED Philosophy Continued Midterm Preparation Blooms Taxonomy-What is it?</p> <p>Play Jeopardy in Class</p> <p>Education Philosophy Statement Practice (Exit Ticket)</p>	<p>Submit Assigned Midterm Question by 2/6</p> <p>Midterm Study Guide Brainstorm Possible Questions/Topics from Weeks 1-5</p> <p>Midterm-Online; opens Wed. afternoon, closes Friday afternoon</p>
7	Tuesday 2/15	<p>Read Chapter 8: School Law and Ethics</p> <p>In-Class Exit Ticket</p>	<p>Submit Education Philosophy Statement online</p> <p>Optional Draft due to the instructor by 2/11 (share as a google document if you would like feedback)</p>
8	Tuesday 2/22	<p>Independent Reading Book Groups</p> <p>Independent Reading Book Groups & Book Synopsis Paper</p>	<p>What is the message for educators?</p> <p>Book Synopsis Due: 2/22 prior to the start of class</p> <p>Ch. 9 Quiz opens Thursday, Closes Saturday</p>

9	Tuesday 2/29	<p>Chapter 9 Reform Movement Quick Change Activity</p>	<p>Work on Educator Interview Assignment DUE: March 2</p> <p>Begin Reading Ch. 9-Purposes of America's School Reform Movement *Waiting for Superman Trailer</p> <p>Submit "Where do you Stand?" Questionnaire before 12/2. (pp. 274-275).</p>
10	Tuesday 3/1	<p>Exit Question Due at end of class</p> <p>School Board Meeting Assignment/Educator Interview Discussion</p> <p>Discuss Final Presentation: Essential Questions-What is the purpose, Structure and Function of Education in a Democracy Assignment</p>	<p>Be prepared to discuss your Educator Interview Assignment.</p> <p>Continue to discuss School Reform Read Chapter 9: Purposes of America's Schools and the Current Reform Movement</p>
Exam Week	Date: TBD The Final Exam schedule is posted between weeks 7-9.	<p>Essential Question Essay Presentation: What is the Purpose, Structure & Function of Education in a Democracy Assignment</p>	<p>Must be submitted by 10:00 am on Exam Date. (Paper copy of Google Slides) This is a drop-dead due date. Plan to present in small groups.</p> <p>Class Evaluation, Presentation and Conversation</p>

HOW TO LEARN IN ED 216

1. READ THE TEXTBOOK

1. Read the assigned chapter.
2. Each chapter has chapter **headings, titles, and subtitles**. Before you read a section, **turn the heading, title, or subtitle into a question**. As you finish the section, ask and answer the question. If you are unable to answer the question, reread the section. If you are able to answer the question, move to the next section.
3. Be curious. What do you want to know more about from each reading?
4. **Note:** Classroom experiences are designed to extend the textbook and connect theory to current events in education, educational practices, and your personal experiences.

2. CLASS ATTENDANCE AND PARTICIPATION

1. Attend all class sessions.
2. Be present mentally and physically.
3. Prepare ahead of time for class. (Keep a calendar of assignments, know what is due, and complete assignments on time).
4. Share and interact in class.
5. Take notes and ask questions about confusing information.
6. Be curious.

3. HOW TO BE SUCCESSFUL IN THIS CLASS

1. Challenge your own taken-for-granted notions *and* let the instructor challenge them as well.
2. Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and as a class member.
3. Learn how to ask clarifying questions and how to be a coach for your classmates (we will begin week 1).
4. When confused, challenged, frustrated or having an “aha” moment, visit the instructor during her office hours.
5. Be engaged and work from your stretch zone. You will get out of this class what you put into it.

4. EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT

Your instructor assumes that students are already able to:

1. Write papers.
2. Research and cite sources.
3. Use APA/MLA for source citations.
4. Use grammatically correct writing functions.
5. Use word processing programs.
6. Read a textbook and synthesize ideas.
7. Read a text and understand the author’s idea and talk to others about the ideas whether you personally agree with them or not.

