

**ED 216 - Purpose Structure and Function of Education in a Democracy  
Winter Term 2015**

**Meetings: MWF 10:00 – 10:50; NSH 107; (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 own 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:** Tuesdays: 10:30 – 11:00  
Fridays: 11:00 – 12:00  
Also by Appointment  
**OFFICE:** LM 127  
**CONTACT INFORMATION:** (w) 541-917-4918 (h) 541-753-4353  
[steven@linnbenton.edu](mailto:steven@linnbenton.edu)

**INSTRUCTOR WEBSITE**

Go to [www.linnbenton.edu](http://www.linnbenton.edu). Click **QuickLinks**, click **Instructor Websites**, click **Stevens**. Students can access the **ED/CFS Department website** from my instructor website. This site includes information and links about advising, the teaching field, and employment.

**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.

**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.

**REQUIRED TEXT:** *Teachers, Schools, and Society: A Brief Introduction to Education* (3<sup>rd</sup> 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. Students might consider using the book-size scanner located in the library copy room. There is no charge to use this machine and it can scan a chapter as a PDF. Once completed, students can e-mail the PDF to their e-mail account from the scanner.

### **HOW TO BE SUCCESSFUL IN THIS CLASS**

- Attend class.
- Be prepared for class by reading the textbook chapters when assigned. Classroom experiences will be richer for you when you have background information about the subject.
- Challenge your own taken-for-granted notions *and* let the instructor challenge your own taken-for granted notions.
- Review the syllabus and learn policies and procedures for this class. Understand your rights and responsibilities as a student and as a class member.
- Learn how to ask clarifying questions and be a coach for your classmates (we will begin this on day two).
- When confused, challenged, frustrated or having an “aha” moment visit the instructor during her office hours.
- Be engaged and work from your stretch zone. You will get out of this class what you put into it.

### **EXPECTATIONS ABOUT YOUR SKILLS AND ABILITIES AS A STUDENT**

Your instructor makes the following assumptions that you as a student are able to already:

- Write papers.
- Research and cite sources.
- Use MLA for source citations.
- Use grammatically correct writing functions.
- Use word processing programs.
- Send documents via e-mail attachment.
- Read a textbook and synthesize ideas.
- Read a text and understand the author’s ideas and talk to other’s about the ideas whether you personally agree with them or not.
- Be engaged and work from your stretch zone. You will get out of this class what you put into it.

**NOTE:** Classroom experiences are designed to extend the text and connect theory to current events and practices in education and your personal experiences.

### **ASSIGNMENTS and LATE ASSIGNMENTS (This includes quizzes).**

- All assignments should be typed or word-processed.

- When you turn in assignments, I commit to grading them in a timely fashion and providing helpful feedback. 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. This means that I will grade them when I get to them – they will not be a priority. I will also grade them in the order that they are turned in to me.
- **Assignments due during weeks 1-4 may be turned in through the end of week 5. I will not accept them after the end of week 5. Assignments that are due during weeks 5-9 may be turned through the end of week 9. No late assignments will be accepted during week 10.**
- **Notecards are only accepted on the date listed in the syllabus.**
- **If you are absent and miss a quiz, the make-up quiz will consist of essay/short answer question(s).**

#### **SUBMITTING ASSIGNMENTS VIA E-MAIL or LEAVING THEM IN THE INSTRUCTOR’S BOX**

- **My preference is for you to turn in hard copies of assignments in class.**
- If you forget an assignment, you can leave it in my box in LM 101. Three secretaries work in this office and they will show you my box. Their names are Leann, Dawn, and Linnea and you should be very nice to them 😊
- If you submit an assignment via e-mail, it must be sent as a Microsoft Word or PDF attachment. This is my least preferred way of receiving assignments 😊

#### **QUIZ & NOTECARD POLICY**

No study guides will be provided for the quizzes. On the dates noted on the syllabus you may turn in one 5x8 note card (front and back, typed or handwritten) for each chapter. The instructor will keep the note cards until the quiz day. At that time, she will return them to you and you can use them on your quiz. Quizzes consist of short answer and multiple choice questions. Note cards are due on the day listed in the schedule. If you are absent, it is your job to get your notecard to me. If you forget to bring your note card to class, you can leave it in my box in LM 101 before 5:00 on the due date.

#### **PARTICIATION POINTS**

Book Group and unannounced class assignments cannot be made up.

#### **COURSE REQUIREMENTS AND EVALUATION**

Philosophy of Education Paper	150 points
Quizzes (3 @ 50 points each)	150 points
Book Synopsis	100 points
Book Groups Class Participation (2 @ 50 points each)	100 points
Unannounced in-class assignments (4 @ 25 points each)	100 points
<b>TOTAL POINTS</b>	<b>600 points</b>

## **GRADING**

- 540 - 600 points = A
- 480 - 539 points = B
- 420 - 479 points = C
- 360 - 419 points = D
- 359 points and below = F

**P/NP option or withdraw:** Notify registration by 7<sup>th</sup> 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.

## **RESOURCES**

### **The Writing Center**

An excellent resource is LBCC's Writing Center. You can get help organizing, developing and revising written assignments. The Writing Center is in the Learning Center on the second floor of Willamette Hall. The Writing Center is generally open from 9 a.m. to noon and 12:30 to 3:30 p.m. Monday through Friday. For more information, see <http://www.linnbenton.edu/learning-center/writing-center>.

You also can get help through the Online Writing Lab (OWL). See [lbcc.writingcenteronline.net](http://lbcc.writingcenteronline.net). For more information, call 541-917-4708 or see [www.linnbenton.edu/go/learning-center/writing-help](http://www.linnbenton.edu/go/learning-center/writing-help).

**Many other resources** such as the **Learning Center** and **Family Connections**, are available to you as a student. They are described within the *LBCC Catalog*.

Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you think you may need accommodation services, please contact the Center for Accessibility Resources, 917-4789.

**NOTE: The instructor reserves the right to make changes in the course syllabus.**

**ASSIGNMENTS/ED 216/Class Meets Every day**

<b>Week</b>	<b>Due Date</b>	<b>Assignment Due</b>	<b>Topics</b>
1	M		Introduction, Syllabus overview
	W	Paired Discussion – Article provided by instructor	
	F	Profile Form	The Multicultural Hist. of Am. Ed.
2	M	Chapter 5 Reading/Notecard	The Multicultural Hist. of Am. Ed.
	W	Book selection – independent reading	The Multicultural Hist. of Am. Ed.
	F		How To Become an Oregon Teacher
3	M	MLK HOLIDAY	NO SCHOOL
	W	Chapter 8 Reading/Notecard	School Law & Ethics
	F		School Law & Ethics
4	M		School Law & Ethics
	W	<b>Quiz Chapters 5 &amp; 8</b>	
	F	Chapter 6 Reading/Notecard Inventory p. 181 of text	Philosophy of Education
5	M		Philosophy of Education
	W		Philosophy of Education
	F	Chapter 1 Reading/Notecard	The Teach. Prof. & You
6	M	PRESIDENT'S DAY	NO SCHOOL
	W	Chapter 7 Reading/Notecard	Financing & Governing America's Schools
	F		Financing & Governing America's Schools
7	M	<b>Quiz Chapters 1 - 6 – 7</b>	
	W	<b>Book Discussion/Part. Points</b>	Who Has Vision in Ed.?
	F	<b>Book Discussion/Part. Points</b> <b>Book Synopsis Paper</b>	Who Has Vision in Ed.?
8	M	Chapter 9 Reading/Notecard Inventory p. 281	Reforming Am. Schools
	W	<b>Philosophy of Education Paper Due</b>	Reforming Am. Schools
	F		Reforming Am. Schools
9	M	Chapter 10 Reading/Notecard	Curric., Standards & Test
	W		
	F	<b>Quiz Chapters 9 -10</b>	Curric., Standards & Test
10	M	Waiting for Superman – Video	Educational Reform
	W	Waiting for Superman - Video	
	F	Ask the Instructor...	





