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

**Meetings: Mondays & Wednesdays 8:30 - 9:50**

**IA 231 (CRN: 48810)**

“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**: Mondays: 10:30 - 11:30

Tuesdays: 2:30 - 3:30

Also by appointment

**OFFICE**: LM: 127

**CONTACT INFORMATION**: (w) 541.917.4918 (h) 541.753.4353

**E-MAIL**: stevenc@linnbenton.edu

**OFFICE**: LM 127

***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](http://www.linnbenton.edu). Click QuickLinks, click Instructor Website, click Stevens.

**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. Identify the major philosophical orientations in education and relate them to contemporary issues and trends.
2. Identify the laws that impact education in schools, communities, and workplaces.
3. Articulate an individual personal philosophy of education.

**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.

**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 them as well.
* 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 how to be a coach for your classmates (we will begin week 1).
* 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.

**Note:** Classroom experiences are designed to extend the textbook and connect theory to current events in education, educational practices, and your personal experiences.

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

Your instructor assumes that students are already able to:

* 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 idea and talk to others about the ideas whether you personally agree with them or not.

**ASSIGNMENTS AND LATE ASSIGNMENTS (This includes tests)**

* 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 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 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 due weeks 5-9 may be turned in through the end of week 9. No late assignments will be accepted during week 10.**

**Note:** Book Group and unannounced class assignment points cannot be made up.

**SUBMITTING ASSIGNMENTS**

* My preference is for you to submit hard copies of assignments in class unless you are directed to submit assignments through *Turnitin*.
* My box is located in LM 101 for assignments you need to drop-off. The two secretaries working in this office are named Linnea and Leann and you should be very nice to them:)
* If you submit an assignment via e-mail, it must be sent as an attached Microsoft Word document, a link to Google Docs, or as a PDF attachment. Please only use this option in an emergency.

**TEST AND NOTE CARD POLICY**

No study guides will be provided for the tests. 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.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. If you are absent, it is your job to get your notecard to me (e-mail attachment works well). 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**

Turn It In Sign in 10 points

Philosophy of Education Paper 150 points

Tests (3 @ 50 points each) 150 points

Book Synopsis 100 points

Book Group Class Participation (2 @ 50 points each) 100 points

Participation Points (19 @ 10 points each) 190 points

Final 25 points

Total Points 725 Points

**GRADING**

650-725 points = A

575-649 points = B

505-574 points = C

435-504 points = D

434 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**

“The Center for Accessibility Resources provides reasonable accommodations, academic adjustments and auxiliary aids to ensure that qualified students with disabilities have access to classes, programs and events at LBCC. Students are responsible for requesting accommodations in a timely manner. To receive appropriate and timely accommodations from LBCC, please give the Center for Accessibility Resources as much advance notice of your disability and specific needs as possible, as certain accommodations such as sign language interpreting take days to weeks to have in place. Contact the Disability Coordinator at LBCC; RCH - 105l; 6500 Pacific Blvd. SW Albany, OR 97330. Phone: 541-917-4789 or via OR Telecommunications Relay TDD at 1-800-735-2900 or 1-800-735-1232.

**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

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| **Week** | **Due Date** | **Assignment Due** | **Topics** |
| 1 | Mon.  Wed. | \*\*\*  **Profile Form**  **Book Sign-up** | Introduction/Syllabus Overview/  Current Events  The Multicultural History of American Education |
| 2 | Mon.  Wed. | **Chapter 5 Reading & Note Card**  \*\*\* | The Multicultural History of American Education  The Multicultural History of American Education |
| 3 | Mon.  Wed. | **\*\*\***  **Chapter 8 Reading & Note Card** | How to Become an Oregon Teacher  School Law & Ethics |
| 4 | Mon.  Wed. | \*\*\*  **Test Chapters 5 & 8** | School Law & Ethics |
| 5 | Mon.  Wed. | **Chapter 6 Reading & Note Card**  \*\*\* | Philosophy of Education  \*\*\* |
| 6 | Mon.  Wed. | **Book Discussion Groups**  **Book Discussion Groups**  **Book Synopsis Paper Due** | Who Has Vision in Education?  \*\*\* |
| 7 | Mon.  Wed. | **Chapter 1 Reading & Note Card**  **Inventory p. 11 (short & quick)**  **Philosophy of Education Paper Due** | Teaching Profession & You |
| 8 | Mon.  Wed. | **Chapter 7 Reading & Note Card**  \*\*\* | Financing and Governing America’s Schools  \*\*\* |
| 9 | Mon.  Wed. | **Test Chapters 1 & 6 & 7**  **Chapter 9 Reading**  **Inventory p. 281 (short & quick)** | Reforming America’s Schools |
| 10 | Mon.  Wed. | Memorial Day - School Holiday  **Turn in Take Home Test** | \*\*\*  \*\*\* |
| Finals  Week | M  W  8:00 - 9:50 | Class does not meet  **8:00 - 9:50**  **25 Participation Points Today - Bring two typed questions you want to ask the instructor.** | \*\*\*  Ask the Instructor |