**ED 216 - Fall 2023 CRN 26661**

**Purpose, Structure and Function of Education in a Democracy**

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Class meetings: No required meetings. Access the course online through Moodle.

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#### 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 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 Outcomes:

Upon successful completion of this course, students will be able to:

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

#### Required Materials:

*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.

**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 2021).

**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**

Our work takes place online. You are expected to visit our class site on a regular basis, participate in online discussions, and be prepared to build upon the content of the assigned readings and videos that will be viewed.

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 respectfully, listening to others, and asking constructive questions of classmates. *You* are responsible for your own learning. The exams and quizzes include material from assigned readings, videos, Moodle notes, and discussions.

**ACADEMIC HONESTY**

**Read LBCC’s statement** [**here**](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php)**.**

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.

**SUBMITTING ASSIGNMENTS**

Students will submit most assignments on Moodle and use the tool, Turnitin. Turnitin is an anti-plagiarism software.

**COURSE REQUIREMENTS AND EVALUATION**

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

* **Short Answer Questions**, in order to assess what you learned over the course of the week.
* **Online Assignments:** Historical Timeline Assignment, Google Slides/Graphics- Philosophy Inventory, Where do you Stand Questionnaire?, Niche Assignment: Important to note; not all assignments are turned in traditionally. For example, you receive a grade for contributing to our historical timeline assignment, which is a google document.

* 3-2-1 Assignments, **Reading Notes and Focus Question Responses (10 points)**
* **Forum Posts**-State your understanding of a concept and provide evidence. Respond to other posts from other classmates.

* **Informational Interview Assignment**-Students choose to interview two individuals in their desired field of interest. **(50 points) For ideas, visit the** [**Career Center**](https://www.linnbenton.edu/student-services/advising/career-services.php)**.**
* **Book Synopsis Assignment and Small Group Book Presentation in small groups (100 points) During Week 8, I will open a zoom room (Tues/Thurs. Evening) and you will have the opportunity to meet in small groups of 3 and discuss your books. You can also pre-arrange to meet with 2-3 other students and discuss your book during a completely different time. More information to come!**

* **Quizzes/Midterm-online (Quiz-20 points; Midterm: 50 points) You have 2 attempts to receive the best grade possible on a quiz.**
* **Final Exam: (75 points) Final Presentation; you must get feedback from 1-2 others. You can create a video/submit your slides. As we move closer to this date, I plan to outline the process.**

**GRADING**

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

**ASSIGNMENTS**

All assignments will be submitted on **our course 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 for full credit, but you will not be allowed to resubmit for a higher grade. 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. These target dates help keep both the instructor and the students on track.

\*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.

Example: An assignment that is due during Week 2 cannot be submitted on Sat. of Week 6. 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 complete the Week One quiz by Saturday 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. Also, all quizzes have a firm closing date and cannot be reopened.**

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: Plowhead\_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.

**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](https://linnbenton.edu/cfar) for steps on how to apply or call 541-917-4789.

**The Writing Center**

LBCC's Writing Center is a supportive resource. 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 open for drop in zoom sessions on Mon-Fridays. On Saturday, the center is open by appointment only. [**https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/index.php**](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/index.php)

**ASSIGNMENTS**

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

| **Week** | **Dates** | **Assignment(s) Due** | **Topics** |
| --- | --- | --- | --- |
| 1 | Sept 25 - Oct 1   | * Padlet introduction post
* Download the DDA Text
* Chapter 4 Notes
* Chapter 4 Quiz
 | * Introduction/Syllabus
* Overview of Community Norms
* Education Superstars: Rita Pierson, Tom Hanks, and Taylor Mali
* Chapter 4 - Student Life in School and Home
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| 2      | Oct 2 - Oct 8     | * Make a choice for the Book Assignment
* Submit the names and contact info of 2 individuals you want to interview
 | * Book Assignment
* Informational Interview Assignment (due week 4)
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| 3 | Oct 9 - Oct 15 | * Niche Assignment
* Niche Forum Post
* Submit Timeline Event on Class google slideshow
 | Read Chapter 5 Oregon History of Education  |
| 4   | Oct 16 - Oct 22   | * Informational Interview Assignment due
* Quiz on Finance of Governance of Education
 | Read Financing and Governing America’s Schools chapter |
| 5    | Oct 23 - Oct 29     | * Educational Philosophy Self Inventory
* Educational Philosophy practice sheet
* Educational Philosophy statement
 | Ch. 6 Philosophy of Education    |
| 6 | Oct 30 - Nov 5 | * Midterm Exam

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| 7  | Nov 6 - Nov 12 | * Book Synopsis Paper
* School Law and Ethics Forum Post
 | Chapter 8: School Law and Ethics |
| 8 | Nov 13 - Nov 19 | * Book Philosophy/Notes
* Book Discussion Rubric

  | Small group book presentation/discussion  |
| 9 | Nov 20 - Nov 26    | * Where do you Stand? Questionnaire
* Ch. 9 Quiz - School Reform
 |  Chapter 9: Purposes of America’s School Reform Movement |
| 10 | Nov 27 - Dec 3 |  | Continue to discuss the essential questions-What is the purpose, structure and function of education in a democracy? Prepare for final presentation post/video  |

## 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:** Online events, questionnaires, slideshows and lectures are designed to extend the textbook and connect theory to current events in education, educational practices, and your personal experiences.

**2. ATTENDANCE AND PARTICIPATION**

1. Log-in to Moodle regularly and at the beginning of each week (on Sunday evenings)..
2. Prepare ahead of time. (Keep a calendar of assignments, know what is due, and complete assignments on time).
3. Share and interact in online forums.
4. Take notes and ask questions about confusing information.

 **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.