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

**CRN Section 30608** meets on Mondays & Wednesdays from 8:30 - 9:50 in IA 231.

“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. Please call 541-917-4780 to schedule or

access from my instructor website.

**OFFICE**: Advising Center/Takena Hall

**CONTACT INFORMATION**: (w) 541.917.4780 (h) 541.753.4353

**E-MAIL**: [stevenc@linnbenton.edu](mailto:stevenc@linnbenton.edu)

**INSTRUCTOR WEBSITE**

Go to [www.linnbenton.edu](http://www.linnbenton.edu). Click QuickLinks; click Instructor Website; click Christy Stevens; or click [HERE.](http://cf.linnbenton.edu/wed/ed/stevenc/web.cfm?pgID=1034) The class syllabus and all assignments are posted.

**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 2018 - 2019 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**

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 2018).

**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

**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 that 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 INSTRUCTOR WEBSITE**

The syllabus and all assignments for this class have been saved to my [instructor website](http://cf.linnbenton.edu/wed/ed/stevenc/web.cfm?pgID=1034). To access my instructor website please go to linnbenton.edu; click quicklinks; click instructor website; click Christy Stevens.

**SUBMITTING ASSIGNMENTS & CHECKING YOUR GRADES**

Students will submit assignments and check their grades in [Turnitin](https://www.turnitin.com/). Turnitin is an anti-plagiarism software. Please see sign-in information provided by instructor in class.

**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 4th edition of the text are on reserve in the library. Students can check them out for two-hours or three days.

**DVDs SHOWN IN CLASS**

*School: The Story of American Public Education Series. A Struggle for Educational Equality 1950 - 1980.* (2000). Stone Lantern Films. Shown in Class.

*School: The Story of American Public Education Series. The Bottom Line in Education: 1980 to the Present*. (2000). Stone Lantern Films. Shown in Class.

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

* All assignments, with the exception of notecards, should be turned in through **Turnitin**.
* 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 excluded - see below). I will not accept assignments after the end of week 5. Assignments and tests due weeks 5-9 may be turned in through the end of week 9. (Notecards excluded - see below). Assignments due week 10 of the term must be submitted on time. This is a hard deadline.**
* **Tests are taken in class.**

**Note:** Book Group and class Exit Question points cannot be made up.

**TESTS AND NOTE CARD POLICY**

1. In place of a study guide, students are encouraged to create a handwritten note card 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. 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.
5. 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).
6. 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.

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

**COURSE REQUIREMENTS AND EVALUATION**

Profile Form 7 points

Test 1 30 points

Test 2 15 points

Test 3 25 points

Book Synopsis 60 points

Book Group Class Participation (2 @ 10 points each) 20 points Exit Questions (14 @ 1 points each) 14 points

Final - Two Questions for the Instructor 4 points

Total Points 175 Points

**GRADING**

157 -175 points = A grade

140 - 156 points = B grade

122 - 139 points = C grade

105 - 121 points = D grade

118 and below = F grade

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

**EXTRA CREDIT (This is not replacement credit).**

You have two opportunities to earn extra credit within ED 216. Each extra credit opportunity is worth one point of credit added to your final grade, with two points being the maximum extra credit available. To earn one percentage point of extra credit, ED 216 students will have to participate in 2 sessions from the College Skills Zone. During weeks 1-5 of the term ED 216 students can earn one point of extra credit and during weeks 6-10 of the term ED 216 students can earn one point of extra credit.

The College Skills Zone, located in the LBCC Learning Center (Albany Campus) offers short targeted instruction covering content that helps students be successful college students. Click [here](https://drive.google.com/file/d/1IK5IGpKA9kAowJGa0U_reJl_96x8N1hr/view) to access the list of trainings.

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

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see [Board Policy](http://www.linnbenton.edu/board-policies-and-administrative-rules) P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report click [here.](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid335167?)

**LBCC Single Stop - 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 Single Stop 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.

**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** | **Days** | **Assignment Due** | **Topics** |
| 1 | Mon.  1/7  Wed.  1/9 | **Profile Form (submitted in Turnitin)**  **Book Sign-up (in class)** | Introduction/Syllabus Overview  Paired Discussions (article provided by instructor) |
| 2 | Mon.  1/14  Wed.  1/16 | **Chapter 5 Reading & Note Card**  **\*\*\*** | The Multicultural History of American Education |
| 3 | Mon.  1/21  Wed.  1/23 | **Martin Luther King Holiday**  **LBCC Closed**  **Chapter 8 Reading & Note Card** | School Law & Ethics |
| 4 | Mon.  1/28  Wed.  1/30 | \*\*\*  **\*\*\*** | School Law & Ethics  School Law & Ethics |
| 5  5 | Mon.  2/4  Wed.  2/6 | **Test- Chapters 5 & 8 (Multiple Choice/taken in class)**  **Chapter 9 Reading & Notecard**  **(Inventory p. 253 - short & quick)** | Instructor’s Choice - TBA  Purposes of America’s Schools and the Reform Movement |
| 6 | Mon.  2/11  Wed.  2/13 | **\*\*\***  **Test 2 (Multiple Choice/taken in class)** | Instructor’s Choice - TBA |
| 7 | Mon.  2/18  Wed.  2/20 | **Holiday - LBCC Closed**  **Chapter 6 Reading & Notecard** | Philosophy of Education |
| 8 | Mon.  2/25  Wed.  2/27 | **\*\*\***  **Book Groups** | Philosophy of Education  What is the Purpose/Structure/Function of Education in a Democracy? |
| 9 | Mon.  3/4  Wed.  3/6 | **Book Groups & Book Synopsis Paper**  **Chapter 7 Reading & Notecard** | What is the Purpose/Structure/Function of Education in a Democracy?  Financing & Governing America’s Schools |
| 10 | Mon.  3/11  Wed.  3/13 | **\*\*\***  **Test 3 (Multiple Choice/taken in class)** | Financing & Governing America’s Schools  Instructor’s Choice - TBA |
| Exam  Week | Mon. 3/18 @  8:30 - 9:50 | **Bring two typed question you want to ask the instructor. Must be present in class to earn points.** | Ask the Instructor |