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

**CRN Section 42421**

“I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education that connects the will to know with the will to become.”

bell hooks

*Teaching to Transgress*

**INSTRUCTOR**: Christy Stevens

**OFFICE HOURS**: Vary week-to-week. Please access my [appointment calendar](https://my-schedule.timetrade.com/app/td-5560903/workflows/vvplj/schedule/availability?wfsid=16a5be04-baba97f6-16a5be82-baba97f6-00000003-76cs6re1oummjmhf27o7vebd70am28ll&view=full&fs=1) or call 541-917-4780 to schedule.

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

**LEARNING MANAGEMENT**

**SYSTEM:**  Moodle

**INSTRUCTOR WEBSITE**

Click [here](http://cf.linnbenton.edu/wed/ed/stevenc/web.cfm?pgID=1034) or go to [www.linnbenton.edu](http://www.linnbenton.edu); click QuickLinks; click Instructor Website; click Christy Stevens. The link to my appointment calendar is posted.

**HOW TO BE SUCCESSFUL IN THIS ONLINE COURSE**

Your instructor assumes that students will:

* Use **Google Chrome** for your browser, your **LBCC student email account,** and **Google Docs** and to submit assignments.
* **All assignments, once created in a Google Doc, will be sumitted via Turnitin with Moodle.**
* Use MLA for source citations.
* Use grammatically correct writing functions.
* Read a textbook and synthesize ideas.

**HOW TO LEARN IN ED 216**

**Be Kind & Offer Grace to Yourself & Other ED 216 Participants -** For many students, this is the first term they have taken online classes. Context matters. Students will engage new course content and a new course delivery system and we will all experience a learning curve.

**Persist** - Students will encounter challenging content and challenging issues with technology. Acknowledge this and engage your best-problem solving skills.

**Prioritize** - Show up to your online classes daily. Create a **calendar**. Block time for this class and other commitments such as work, family commitments, and well-being activities. Utilize a **planner**, which is a tool where you list all of your due dates and daily tasks.

**Ask for Help -** Create a document that includes the contact information for all of the places you can access help, such as the LBCC First Resort, the LBCC Library, your adviser, and of course, your instructor.

**Challenge** your own taken-for-granted notions *and* let the instructor challenge them as well.

**Be engaged** and work from your stretch zone. You will get out of this class what you put into it.

**Contact other students in the class.** Online or remote classes do not have to be lonely and isolating experiences. Engage the introductory activity the first week of the term and use this opportunity to connect with others.

**Read the Required Textbook:** *Teachers, Schools, and Society: A Brief Introduction to Education* (3rd or 4th edition) by David Miller Sadker & Karen R. Zittleman.

**Reading 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?

**MOODLE FORUM**

**Update 4/14/20: Beginning week three of the term forum settings have been changed so that students can access the directions and begin posting on Friday. Posts are required to be completed by Tuesday and all responses must be placed in the Forum by the next Friday.**

The Moodle Forum is an integral part of this class and it is a **student-led** part of this class. **Note**: The instructor will be more involved within the first two weeks of the term and then the instructor’s involvement will decrease or she will be present as needed. ED 216 is a class where students grapple with ideas as we think critically about public education in the United States.

Within the forum, ED 216 students will “Coach” each other. It is intended to be a safe place where students can be curious, pose questions, explore, and help each other. For example, all ED 216 students will need to know what a voucher is. And each ED 216 student gets to determine whether or not vouchers are a good idea for education in a democracy.

While the instructor will not grade individual students’ forum posts, students will submit two independent assignments where they evaluate their own participation within the forum.

**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

**COURSE REQUIREMENTS AND EVALUATION**

Student Profile Form 5%

Exit Questions (8) 25%

Chapter Quizzes (5) 15%

Personal Philosophy of Education Statement 5%

Forum Self Evaluation - Week 5 10%

Forum Self-Evaluation - Week 10 10%

Essential Question Essay 30%

**GRADING**

90- 100 points = A grade

80 - 89 points = B grade

70 - 79 points = C grade

60 - 69 points = D grade

59 points & below = F grade

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

**ASSIGNMENTS AND LATE ASSIGNMENTS**

All assignments will be submitted through Moodle. Late assignments only accepted with instructor permission after the first two weeks of the term.

**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 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: 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week**  | **Days** | **Assignment Due** | **Topics** |
| 1 | Wed. 4/8Frid. 4/10 | Student Profile FormExit Question: Week 1 | The Multicultural History of American Education |
| 2 | Mon. 4/13Tues. 4/14Thurs. 4/16Fri. 4/17Fri: 4/17 | Chapter 5 Reading (NG)One Forum PostExit Question: Week 2Two Forum ResponsesQuiz: Multicultural History of American Education | The Multicultural History of American Education |
| 3 | Mon. 4/20Tues. 4/21Thurs. 4/23Fri. 4/24 | Chapter 9 Reading (NG)One Forum PostExit Question: Week 3Two Forum Responses | Purposes of American Schools & the Current Reform Movement |
| 4 | Tues. 4/28Thurs. 4/30Fri. 5/1Fri. 5/1 | One Forum PostExit Question: Week 4Two Forum ResponsesQuiz: Purposes of American Schools & the Current Reform Movement | Purposes of American Schools & the Current Reform Movement |
| 5 | Mon. 5/4~~Tues. 5/5~~Thurs. 5/7~~Fri. ⅝~~Fri. 5/8 | Chapter 6 Reading (NG)~~One Forum Post~~Exit Question: Week 5~~Two Forum Responses~~Forum Self-Evaluation | Philosophy of Education |
| 6 | Tues. 5/12Thurs. 5/14Fri. 5/15Fri. 5/15 | One Forum PostExit Question: Week 6Two Forum ResponsesQuiz: Philosophy of Education  | Philosophy of Education |
| 7 | Mon. 5/18Tues. 5/19Thurs. 5/21Fri. 5/22Fri. 5/22 | Chapter 7 Reading (NG)One Forum PostExit Question: Week 7Two Forum ResponsesPhilosophy Statement | Financing & Governing America’s Schools |
| 8 | Tues. 5/26Thurs. 5/28Fri. 5/29Fri. 5/29 | One Forum PostExit Question: Week 8Two Forum ResponsesQuiz: Financing & Governing America’s Schools | Financing & Governing America’s Schools |
| 9 | Mon. 6/1Tues. 6/2Fri. 6/5Fri. 6/5 | Chapter 8 Reading (NG)One Forum PostTwo Forum ResponsesEssential Question Essay | School Law & Ethics |
| 10 | Tues. 6/9Thurs. 6/11 | Forum Student Self EvaluationQuiz: School Law & Ethics | School Law & Ethics |
|  |  |  |  |

**Student Profile Form**

**Tasks:**

1. **Open a Google Doc.**
2. **Type the following questions and respond in complete sentences. If a question does not apply to you, respond N/A.**
3. **Save as a PDF.**
4. **Within Moodle, submit to Turnitin.**

**Purpose:**

* **The student will practice using Google Docs, saving a document as a PDF, and upload as a Turnitin Assignment in Moodle.**
* **The student will identify information which will allow the instructor to support the student in the ED 216 class.**
* **The instuctor will respond to all students. Students should return to this assignment to read the instructor’s comments.**
1. Some students enroll in ED 216 to begin exploring the field of education, others enroll to earn DPD credit, and others enroll for personal reasons. Why have you enrolled in ED 216: Purpose, Structure, and Function of Education in a Democracy?
2. What needs to happen for you by the end of the term so that his class will be a successful class for you?
3. How can I help you do your best in class?
4. Please include any other information I need to know about you as a student in this class. Consider things such as personal needs and learning styles.
5. Are you currently dealing with any issues that might make succeeding in this class difficult? If so, please let me know so that we can make this class a good learning experience for you. You can make an appointment to meet with me or send me an email.
6. As we will be discussing a wide variety of issues regarding individual beliefs, values, and experiences, is there anything that you are sensitive to that you would like to share with me?
7. What is your level of experience in online classes?

**Essential Question Essay Assignment: What is the Purpose,**

 **Structure and Function of Education in a Democracy?**

**PURPOSE:** Craft personal response to the Essential Question of ED 216: What is the Purpose, Structure, and Function of Education in a Democracy?

**TASKS:**

1. Take the “Finding Your Philosophy of Education Quiz” on page 158 iin *Teachers, Schools, and Society.*
2. Take the “What is the Purpose of School Quiz” on page 253 in *Teachers, Schools, and Society.*
3. Review class notes and activities.
4. Write draft paper(s).
5. Identify someone to edit and proofread your paper.
6. Write final copy of paper.
7. Submit Assignment in Turn It In.

**Skills:** The purpose of this assignment is for you to practice the following skills that are essential to your success in your personal and professional life beyond this course.

1. Read a textbook and synthesize ideas.
2. Synthesize the themes of diverse sources which impact education.
3. Participate in academic conversations and synthesize ideas.
4. Write a grammatically and functionally correct paper.

**Knowledge:** This assignment will help you to become familiar with the following important content knowledge in this discipline:

1. Philosophical orientations of education
2. Connections between education and democracy
3. Contemporary events and trends in education in the United States

**CRITERIA FOR SUCCESS: - Essential Question Paper Checklist**

Include the following in your paper:

\_\_\_\_ **Paper Title**

\_\_\_\_**Opening Paragraph**

Include a thesis statement.

\_\_\_\_**Body of Paper**

Include the following sections within the body of the paper and use these

headings:

**\_\_\_\_\_Heading One - Purpose of Education in a Democracy in the 21st Century**

Name and explain what you believe to be the purpose of education in a democracy. This section should include pertinent information about individual philosophies and the associated psychological influences. (Essentialism, Perennialism, Progressivism, Social Reconstructionism, Existentialism, Behaviorism & Constructivism) that we studied in class. Address transmission/transformation of culture. Provide examples. Examples must be current and historical. Highlight the connections between the purpose of education and democracy.

**\_\_\_\_\_Heading Two - Structure of Education in Democracy in the 21st Century**

Chapter 9 of *Teachers Schools and Societies* addresses school reform and provides many examples of school structure, such as public, private, for-profit and charter school structures. In class, we have also explored school structures from around the world. In this section of your paper, identify what you believe to be the best structure of education for a democratic country. Highlight the connections between the structure of education and democracy.

**\_\_\_\_\_Heading Three - Function of Education in a Democracy in the 21st Century**

Over the course of the term, we have studied public schools in the United States and have seen that at different times, public schools have had different functions. For example, in the 1700s schools promoted religious education. In the mid-1900s, once the Brown v Board of Education decision was handed down from the Supreme Court, schools were the vehicle for integrating a segregated society. In this section, identify how you believe schools should function in the 21st century. Once again, highlight the connections between the structure of education and democracy.

\_\_\_\_**Closing or Concluding Paragraph**

The closing paragraph summarizes the main ideas of your paper. Feel free to use vivid imagery, issue a call to action, or include a quotation. Keep focus of education and democracy.

**REQUIREMENTS**

\_\_\_ Write paper in a **Google Doc**. Save as a **PDF**. **Cut and Paste into Moodle.**

\_\_\_\_Paper is about four pages in length. If you go over four pages, points will **NOT** be deducted.

\_\_\_\_Paper contains college-level grammar and writing functions.

\_\_\_\_The paper follows the assigned topic. It addresses what the writer was asked to address.

\_\_\_\_The paper has an opening paragraph, a body, and a closing paragraph.

\_\_\_\_Paragraph breaks, clear topic sentences and transitions are used to guide the reader through the paper.

\_\_\_\_The paper is full of relevant, rich specific detail that serves as evidence for points that are made.

**\_\_\_\_\_** Avoid phrases such as “I think,” I feel,” and “I believe.” It is acceptable to use “I.”

\_\_\_\_Reference knowledge you gained from the class discussions and activities.

\_\_\_\_1.5 or 2.0 spacing

\_\_\_\_ 12 point font

**Personal Philosophy Statement of Education**

**Purpose:** Identify and write a short, succinct personal philosophy of education statement.

**Tasks:**

1. Review class notes, reflect on class activities and class readings.
2. Draft a personal philosophy of education statement. Respond to the following:
	1. What are your goals and aspirations for students?
	2. What is your concept of teaching?
3. Write draft statement(s).
4. Note: This is a statement and not a paper. Submission should be about 100 - 200 words.
5. Identify someone to edit and proofread your philosophy statement.
6. Write final copy of philosophy statement.
7. Submit Assignment in Turn It In.

**Skill:**

Synthesize diverse learning experiences and information to develop an informed personal philosophy of education.

**Criteria for Success:**

A personal philosophy statement is brief and something that you can state succinctly.

\_\_\_\_Include your name at the top of the assignment.

\_\_\_\_Write in present tense.

\_\_\_\_Address the following:

* 1. What are your goals and aspirations for students?
	2. What is your concept of teaching?

\_\_\_\_Submission contains the language of the differerent philosophies of education and conrete examples.

\_\_\_\_Paper contains college-level grammar and writing functions. Omit phrases such as “I think,” “I feel,” and “I believe.”

\_\_\_\_The paper follows the assigned topic. It addresses what the writer was asked to

 address.

\_\_\_\_Single Space

\_\_\_\_Submit in Turn It In

**Sample Philosophy Statement - Student Sample**

**My Aspirations for Students:**

My educational philosophy is a mix of essentialism, perennialism, progressivism, social reconstructionism, and existentialism. Classrooms should draw from the eclecticness of life by incorporating all these philosophies into a diverse educating structure that will balance itself by not being one sided. Schools need to teach children a common core of topics to give all a similar base to build themselves on as citizens and individuals. To give every student a deeper understanding of what being a citizen is, and the duties that come with it. It would be healthy to draw on the books and ideas that have brought us to where we are today, while not being biased and including or suggesting an endless array of these texts and axioms that have crafted humanity in every corner into the present world we reside in. There needs to be a substantial amount of time devoted to using these deep thoughts and lessons from passed time to develop oneself and explore self interests with tools and supplies provided by schools while also having students actively think about how they could better their local communities and what problems can be mended. This will give students the background to take on big ideas that are faced in the real world everyday, while creating new generations that have a desire to become the best they can be, because the schools have provided them the conducive environment to bring out the best in everyone.

**My Concept of Teaching:**

Classrooms will be based more around group learning and interaction with fellow peers as this more closely imitates the society which students will be a part of once they are done with their primary education. Instilling generations early on with experiences involving intimate interaction with others while tackling a broad range of ideas and issues will be a benefit to this world as a whole by creating strong team building skills and a sense of ‘we’ instead of ‘I’. This singular mindset is what our schools today are prone to be instilling into our children with standardized testing and the competitive mindset that is a by-product of this archaic structure of our education system. Only time will tell what reforms need to be made and what policies are best left alone, but to discover this we must start making changes and exploring new possibilities with the structure of education; the world is changing faster than ever and to think that the educating forces of this country don’t need to change with it would be a treacherous notion to adhere to with horrific consequences looming in the not so distant future.

**Forum Self Evaluation**

**Week 5 & 10**

**Tasks:**

1. Review your forum posts.
2. Review your responses to classmates’ posts.
3. Identify one of your posts where your thinking was influenced by the discussion thread. In the reflection, describe how your thinking was influenced or changed by this discussion thread. Direct quotes are required.
4. Identify one response that you added to a discussion thread that was meaningful and influenced the discussion positively. Address this in the reflection. Direct quotes are required.
5. Write draft copy of assignment - use Google Docs
6. Write final copy of assignment - use Google Docs
7. Submit assignment in Turnitin (within Moodle).
8. **Write a reflection that quotes posts and responses from the Forum Discussion thread. Use the Forum Discussion Rubric to assess your personal learning about course content. Also use the Forum Discussion Rubric to assess your meaningful contributions to the Forum.**

**Skills:**

* Self-evaluation
* Reflective practice that demonstrates growth over time.

**Criteria for Success:**

\_\_\_ Write paper in a **Google Doc**. Save as a **PDF**. **Submit paper in Turnitin within Moodle.**

\_\_\_\_ Reflection is about 250 - 300 words in length. Points will **NOT** be deducted if you submit a longer assignment.

\_\_\_\_Paper contains college-level grammar and writing functions.

\_\_\_\_The paper follows the assigned topic. It addresses what the writer was asked to address.

\_\_\_\_The paper has an opening paragraph, a body, and a closing paragraph.

\_\_\_\_Paragraph breaks, clear topic sentences and transitions are used to guide the reader through the paper.

\_\_\_\_The paper is full of relevant, rich specific detail (direct quotes from the discussion thread) that serves as evidence for points that are made.

**\_\_\_\_\_** It is acceptable to use “I.”

\_\_\_\_1.5 or 2.0 spacing

\_\_\_\_ 12 point font

**Note from the Instructor:**

You are strongly encouraged to complete one of these rubrics each week. This will allow you to reflect as you go through the term. It will also provide you with language and a starting point for this assignment.

**Rubric for Forum Participation**

**It is storngly recommended that you complete one of these rubrics for self-assessment each week so that they can inform your written assignemnts due Weeks 5 & 10.. Remember that rubrics are about quality and not quantity.**

**Yes No I posted once this week.**

**Yes No I responded to two posts made by my classmates.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Average** | **Poor** |
| **Contributing to the Forum Discussion** | Clearly communicated ideas and thoughts | Usually shared ideas and thoughts | Rarely expressed ideas and thoughts | Never speaks up  |
| **Quality of Interaction** | Displays adeptness at interacting with others and expresses appreciation for group members | Demonstrates some ability to interact with and encourage other participants | Seems preoccupied with self issues | Dominates or ignores conversation |
| **Responding to Others** | Gave dignified responses to others | Responded in ways that did not offend | Sometimes hurt feelings of others with responses | Was openly rude when responding |
| **Active Listening**   | Actively listens to classmates. | Usually listens to classmates | Rarely listens to classmates | Appears distracted and or disinterested |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Average** | **Poor** |
| **Contributing to the Forum Discussion** |  |  |  |  |
| **Quality of Interaction** |  |  |  |  |
| **Responding to Others** |  |  |  |  |
| **Active Listening** |  |  |  |  |