

EDUCATION 310
Schools in Society
(previously Foundations of Education)
Fall 2018

ONLINE

Instructor Information

Donna L. Redman, Ed. D

Chair, Educational Studies Program

Associate Professor of Education

909.448.4728

Barkley Bldg., #101 (upstairs)

dredman@laverne.edu

Course Purpose

This introductory course provides an overview of foundational issues in education. This is a required course for the Educational Studies major. Topics covered are but not limited to: philosophical and ethical issues in education; the history of American education; current issues and trends in education; teaching in diverse classrooms; and teacher effectiveness and accountability. Students will be expected to develop their own philosophical and ethical perspectives informed by the knowledge, skills and dispositions required to be a practitioner in the field of education.

Course Objectives

- To introduce students to the foundational issues in the field of education.
- To examine, evaluate, understand, and clearly articulate the connection between the major philosophies and the educational perspectives, theories, and practices that exist today.
- To accurately articulate the meaning and situational nature of ethics, and successfully analyze various ethical issues facing schools today.
- To enhance student knowledge about expectations of teachers from multiple stakeholders
- To connect students with the theoretical components of education and how it relates to effective teaching practices.
- To use critical thinking skills to develop a personal perspective on philosophical and ethical issues which impact education.

Course Format – Online

This course is fully online and will be interactive in nature. It will consist of a combination of online lectures, activities, discussions and readings. Students will be introduced to foundational issues in the field of education. In order to fully understand the concepts that will be taught in this course, students will be encouraged to utilize and apply the concepts learned from this course to their subsequent courses, as they become academically and practically trained for the teaching profession.

Attendance Policy - Online

Your attendance in an online course is measured by your participation and affects your grade. Any student who has more than 5 late assignments or fails to complete more than 1 module shall receive either a failing grade or an “INC” grade (incomplete) at the discretion of the instructor and consistent with the policies outlined in the ULV catalog.

I reserve the right to adhere to the university policy found in the university catalog:

Class Attendance:

The University of La Verne Faculty requires regular and prompt attendance in all courses. Students who do not attend courses without prior consent of the faculty member will not be guaranteed a space in the course if the student: 1) does not attend the first week of the term/semester for a course or 2) does not comply with the online instructor’s attendance requirements (e.g., logging into the online course) the first week of the term/semester. Students who do not attend courses or participate online as described above may be administratively dropped, at the discretion of the instructor and/or Regional Campus Director.

Technical Requirements

Participation in this course will take place through the Blackboard Course Management System. Please note that there have been issues with the use of Internet Explorer and Blackboard. If you encounter problems viewing videos or accessing the site, please try using a different internet browser such as Mozilla Firefox (www.mozilla.com/firefox) or Google Chrome (<http://www.google.com/chrome>). Both browsers are available as free downloads. You also need the latest updates of Java and Adobe Flash to properly view the lessons.

All assignments must be submitted as .pdf, .doc, .docx, .jpeg, .png files. Instructors are not able to open other file formats. **Assignments submitted as other file types will be returned and counted as late.** Through your ULV gmail account, you have access to Google Docs which will allow you to create .doc files without access to Microsoft Word. **Exception** to this policy are:

ePortfolio Lnks

Group Project Presentation

Blog or Discussion entries

Three-Before-Me:

Most answers for questions you may have are found in the syllabus or somewhere within the course on Blackboard. If you have any questions regarding the material, assignments, technical issues, and/or other related matters concerning the course, you must take the initiative to find the answer you are looking for.

The **Three-Before-Me** rule is this:

You must seek out at least three avenues to obtain information regarding a question or problem you are having before you can ask me.

These three avenues include but are not limited to:

- The syllabus or schedule of activities. 80% of the answers are found there.
- Your classmates or assigned group. Chances are others may have the same question and by asking your group several people may get the answer they need.
- The Blackboard Help Desk. If you are having technical issues (i.e. downloading content, opening files or viewing videos) bbhlep@laverne.edu is the place to go first.
- Be creative. You may seek information in other areas you find on your own. Just remember that you must try three before contacting me.

Exception to this rule: E-mail me with questions that are specific to you as a student: grades for an assignment, request for extension of a due date (must be a verifiable reason), or other personal issue.

Email Policy

If you do not regularly access your La Verne email account, please forward your La Verne email to your personal account if you have not already done so. Due to University policy, I may only communicate with you through your La Verne email account. It is very important that you forward your email address as email is an important mode of communication in an online class.

Course Readings

- **Required Textbook:** ***None required.*** All course readings and materials are provided on Blackboard using OER (Open Educational Resources)
- **Recommended:** *Publication Manual of the American Psychological Association* (2009) American Psychological Association.
- Access to the [Electronic Ancillary Resources](http://www.laverne.edu/ear) at <http://www.laverne.edu/ear>

Course Requirements

Your grade will be based on online participation in online activities, quizzes, readings, group project, , philosophy ePortfolio assignment, and student journal. **All written papers must follow**

the **APA Style** guidelines <http://o-apastylecentral.apa.org.leopac.ulv.edu/> (requires logging into Wilson Library site)

Late Assignments: Due dates for all assignments and modules are listed in the schedule of activities. There will be a 10% penalty for each day the assignment is late. Any assignment submitted after the due date will be considered late. **Late assignments will be graded but will not receive feedback.** Assignments completed after one week will not be accepted unless arrangements have been made with the instructor.

Grading Requirements

Participation - Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. ***Your attendance in an online course is measured by your participation and affects your grade.*** Any student who has more than 5 late or missing activities/assignments or fails to complete more than 1 entire module shall receive either a failing grade or an “INC” grade (incomplete) at the discretion of the instructor and consistent with the policies outlined in the ULV catalog. Prepare for online class discussions by viewing all required Softchalk lessons, and completing any assigned reading.

Due dates may be found in the Weekly Schedule of Activities.

- **Module Participation (50 points)** – Students will actively engage in all activities within each module.
- **Blog Participation (70 points)** – You will post 8 blog entries throughout the semester related to the content in the weekly modules.
- **Quizzes (50 points)** – Quizzes are embedded into some of the lessons within each module. You will be notified if there is a quiz. Each quiz is worth 10 points.
- **Discussion Board (20 points)** – You will participate in online class discussions with a minimum of two posts required.
- **Educational Philosophy e-Portfolio (200 points)** – Students will be required to create an e-Portfolio artifact addressing their educational philosophy.
- **Critical Educational Issue Group Research Project (100 points)** – You will be formed into groups and will be required to research and submit a PowerPoint presentation addressing a critical issue in education.
- **Critical Thinking Questions (CTQ) (30 points/ 10 points ea.)** – Students will respond to Critical Thinking questions related to course content throughout the

semester. Students will be required to rely on the textbook or do further research to adequately answer the questions.

- ***Student Journal: Why I want to be a Teacher? (30 points/ 10 points ea.)*** – You will be required to enter responses to writing prompts throughout the class in a personal journal in order to create your educational philosophy to use in future Educational Studies courses.

<i>Grading</i>	
<i>Module Participation 5 points ea./10 weeks</i>	<i>50 points</i>
<i>Blog Posts</i>	<i>70 points</i>
<i>Quizzes</i>	<i>50 points</i>
<i>Discussion Board</i>	<i>20 points</i>
<i>Educational Philosophy ePortfolio</i>	<i>200 Points</i>
<i>Educational Issues Group Project</i>	<i>100 points</i>
<i>Critical Thinking Questions (CTQ)</i>	<i>30 points</i>
<i>Student Journal</i>	<i>30 points</i>
<i>Total Points</i>	<i>550 points</i>

Final grade associated with the point system:

490 – 550 pts) A-/A
 440 – 489 pts) B-/B+
 385 – 435 pts) C-/C+

A grade lower than a C- must be repeated for credit.

IMPORTANT ULV INFORMATION

Academic Dishonesty Policy:

Academic dishonesty will not be tolerated at the University of La Verne. Whether deliberate or inadvertent, the ultimate “loser” in cases of cheating or plagiarism is the student himself or herself, for whom the learning opportunity forfeited by such acts can never be regained. It is expected that each student at this University will understand and support the fundamental policy of academic honesty discussed above. Your homework and assignments require original thinking and research, but if anything looks suspect of plagiarism, I can pass it through SafeAssign, the University anti-plagiarism software. Please review the University catalog for the official policy on academic honesty

University Mission

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

Core Values of the University of La Verne

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty and staff.

Lifelong Learning

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement

The University asserts a commitment to improving and enhancing local, regional and global communities.

La Fetra College of Education

Mission

The LaFetra College of Education champions social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders.

Vision

The LaFetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.

Goals

1. **Student Pathways to Success:** Provide students broad access to high-impact learning, career readiness, and holistic support so that they become influencers in their communities of practice.
2. **Preeminence in Social Equity Focus:** Position the LFCE as a national model in producing social justice advocates and agents of change by infusing culturally relevant pedagogy throughout the curriculum, establishing innovative and inclusive education policies, and disseminating relevant and accessible scholarship
3. **Highly-Engaged Community Partners:** Become the partner of choice for like-minded school districts, social service agencies, donors, non-profits, and community activists who seek to enhance the pipeline and life-long learning of highly-skilled, scholarly practitioners, education advocates and leaders who advance social equity.
4. **Diverse, Equipped, Energized Faculty & Staff:** Create a social-cultural climate that fosters diversity and re-invigorates the spirit of faculty and staff.
5. **Culture of Continuous Improvement:** Promote academic excellence and cutting-edge programming by becoming a learning organization that achieves ever-higher performance levels through ongoing assessment, reflection, adaptability, evidenced-based decision-making, and alignment of effort and resources with priorities.

LFCE Core Dispositions & Values

Intellectual & Personal Transformation

Process of recognizing the limitations of a mono-worldview and striving for an enhanced identity and perspective that is shaped and changed in relation to people, knowledge, and experiences.

Effective Verbal & Non-Verbal Expression

This involves choosing the appropriate form and style of expression given one's audience, message, and context, and artful use of each mode of communication. Factors that contribute to effectiveness include an allocentric focus, logical organization, grammar and syntax mastery, agility in switching between styles, active listening, and pursuit of feedback.

Cultural Competence & Inclusion

Transformation in ideological perspective that influences professional identity and the perception of clients and/or students from a deficit perspective to one that skillfully and respectfully uses cultural referents to impart academic content and competences.

Innovative Thinking

Innovative educators and other professionals use creative and divergent thinking to address challenging situations, complete tasks and solve problems. Innovative thinking involves synthesis of current ideas, with the addition of fresh perspectives, unorthodox approaches and the generation of novel solutions.

Social-Emotional Learning

Emphasizes the importance of adults and children learning to accurately recognize feelings, interests, values and strengths of self and others. Adults model this awareness by validating others' feelings and helping them explore options to navigate social situations. Self-management demonstrates the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.

Critical Analysis & Inquiry

Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Inquiry and Analysis are systematic processes grounded in information literacy and the scientific method that support this habit, resulting in evidenced-based conclusions and judgments.

Facilitation & Collaboration

This starts with an attitude of humility. We must be wise enough to know that we need others for self-improvement and that the capacity of a diverse team can far exceed that of the individual. Collaboration explores opportunities for receiving assistance and for being of service. Facilitation takes this process one step further to a meta-level by encouraging and engaging a group of others, including self, in collaboration.

Ethically Responsible Decision-Making

Development of a personal and professional values system that incorporates integrity, honesty, and confidentiality to discern the needs of others and use relevant information, skills and abilities to manage routine and challenging situations.

Disability Statement

Students with Disabilities: Any student eligible for and requesting academic accommodations due to a documented disability is asked to contact the Disabled Student Services office. You can reach the Disabled Student Services office at (909) 448-4938. The office is located at 2215 "E" Street. Students with disabilities must document their disability with the Disabled Student Services office in order to be considered for accommodations in their courses. Visit us online at <https://laverne.edu/dss/> for additional information.

Student Resources

- [Academic Success Center](#)
- [Educational Studies Handbook](#)
- [Educational Studies](#)
- [ULV Wilson Library](#)
- [Academic Religious Accommodations Policy](#)