SUNY Buffalo State/Niagara Falls High School

Department of Social & Psychological Foundations of Education

School of Education

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something". John Lewis

Course Information: SPF 203 School & Society – Amy Chiarella Instructor

Welcome To Our Learning Community

This course is designed to provide you with a basic understanding of the relationship between schools and society. A focus will be on systems and strategies for promoting positive outcomes for these individuals in school settings.

Engagement and Participation: Engagement and class participation are integral to your learning and success in this course. This is a *Hybrid* course, which is a blend of face to face and online. Online coursework will be ***asynchronous***, as indicated on the course schedule. Classes will involve a variety of in-person and digital activities, including videos, readings, group discussions, reflections, entry and exit tickets, and other types of learning activities. You will be expected to fully participate and contribute to the discussions, reflections, and activities in meaningful ways.

Use of Technology: The expectation is that you will have some basic prerequisite technology skills. This includes using Twitter, Blackboard, Zoom, Padlet, Socrative and the internet to gain knowledge on a skill or task, watching a video online, uploading a video to YouTube, annotating a PDF, Google Doc Skills, sharing a document and an intermediate skill level in the use of Microsoft Word. If you need support in any of these skills, you are encouraged to take advantage of the many video tutorials found on YouTube or visit the student support center.

Buffalo State Teacher Education Unit Goals

These three principles--reflections, innovation, and student-centered education--work interdependently and are integral to developing teacher candidates who possess the necessary content knowledge, professional awareness, and professional dispositions to support and enhance the education of all students in all contexts.

Content – The professional educator will know the subject matter to be taught to P-12 learners.

Learner – The professional educator will understand P-12 learners' socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Pedagogy – The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Technology – The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

Reflection – The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically adjust to improve and strengthen areas needing attention.

Dispositions – The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Diversity – The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

<u>**Professional Dispositions**</u>

1. **Professional:**
   • Follow the New York State Code of Ethics

   • Maintain confidentiality

   • Exhibit professional pride in appearance and demeanor

   • Demonstrate high quality communication skills in both written and oral communications

2. **Reliable and Dependable:**
   • Are punctual and organized
   • Complete essential tasks without prompting

   • Meet deadlines

3. **Respectful:**
   • Committed to meeting student needs

   • Practice judicious and empathetic interactions with students and colleagues on campus and in the community

   • Show care and thoughtfulness in using the intellectual and physical property of others

4. **Committed to Student Learning:**
   • Make decisions and plans that are student centered and foster higher-order thinking skills

   • Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences

   • Use culturally relevant curricula

   • Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs

- Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

5. **Reflective:**
   - Show an openness to continuous improvement

   - Listen effectively

   - Demonstrate receptivity to feedback by improving performance

   - Tailor and reformat instruction based on assessed student needs

6. **Enthusiastic:**
   - Show initiative and leadership

   - Practice creative problem solving

   - Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations

   - Are energetic, and open to new ideas.

7. **Collaborative:**
   - Work well with peers, faculty and mentors and seek to learn from them and share ideas

   - Practice tactful communication skills, especially when sharing critique and constructive suggestions with others

   - Seek appropriate leadership roles

Course Description

This course develops a framework for understanding the relationship between schools and society. It is impossible to understand educational processes including teaching and learning apart from broader economic, cultural, and political conditions. In this sense, education and society are tightly linked in a variety of complex ways. This course provides a model for understanding these relationships through a systematic introduction to the foundations of educational sociology, history, philosophy, and politics with a special emphasis on issues of schooling and social inequality. Functionalist, interpretive, and critical frameworks will be utilized to explore a wide range of educational and social issues including globalization and schooling; economic and cultural reproduction and schooling; class, race, gender and schooling; educational governance and organization; teaching as a profession; popular culture and youth culture; progressive and critical pedagogies; historical experiments for alternatives to industrial schooling; and contemporary issues concerning educational policy and social inequality. While the course does not address the technical side of teaching, it aims to develop a set of sociological, ethical, and philosophical perspectives essential for understanding the everyday dynamics of teaching and learning in schools. The format for the course will be a mix of lecture, group discussion, and student led presentations and discussions.

Course Objectives and Learning Outcomes

On completion of this course, students will be able to:

1. Understand the complex and dynamic relationship between school and society.
2. Develop an understanding of the history of education in the United States in relationship to economic, social, technological, and political change.
3. Apply classical, functionalist, progressive, and critical theoretical perspectives to analyze historical and contemporary processes of schooling including social reproduction, governmental and legal rationalities, teaching and learning, and school culture.
4. Identify the causes and contested interpretations of the relationship between schooling and class, race, ethnic, and gender inequality.
5. Mobilize philosophical and ethical perspectives to reflect on the contemporary challenges of teaching in an increasingly unequal and divided society.
6. Use course concepts and ideas to critically reflect on your own experiences in school.

    *Diversity Intellectual Foundations Outcomes will:
7. Examine the past, current and/or prospective contributions of diverse groups to American society.
8. Analyze the ways in which social and institutional structures can contribute to privilege, social justice, or social injustice through stereotyping, prejudice, and discrimination (critical thinking).
    Note: Due to the large amount of material to be covered in class and circumstances beyond control (e.g., weather), each course objective may not always be covered in class. If you do not understand something, it is your responsibility to ask for an explanation or further information.

Expectations for Behavior and Procedures for Disruptive Individuals

All candidates are expected to comport themselves in a manner that does not convey to others in the college community any disrespect, intolerance or rude behavior based upon age, race, religion, color, national origin, gender, sexual orientation, disability, or status – either marital, veteran or socioeconomic. All members of the college community are expected to contribute to the college environment and to move the college community toward respect for all.

Procedures Regarding Disruptive Individuals: Disruptive behavior by students in my class will not be tolerated. Whenever I deem a student to be acting in a disruptive or threatening manner, I will exercise my right to ask that individual to leave the classroom. If refused, I will exercise my right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the dean of students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing.

Participation

Students **must be present for the ENTIRE class** to receive full credit and points for participation. Even if you are legally (excused) absent, **you will NOT earn points** for participation because you were NOT present on the scheduled day. If an online assignment is not handed in on time, it is considered an absence, thus not participating and loss of points will occur, as well, as points lost for the assignment. Class attendance includes instances of arriving late and/or leaving early.   I highly recommend that you exchange phone numbers or contact information with another teacher candidate in class, if you miss a class, need lecture notes, etc. This instructor will not provide make-up materials to anyone who misses class. It will be your responsibility ONLY to obtain class and lecture notes from another student.

Mutual Respect: Students can expect to be treated with respect by the instructor and other students. Likewise, anyone enrolled in this course is expected to treat the instructor and fellow students with respect and to always act in a dignified manner. Class discussions are to be conducted in an environment of respect and tolerance for both people and their ideas.

Classroom Behavior: The instructor will not tolerate student behavior that is disruptive of the educational environment. Improper classroom behavior includes arriving late and/or leaving early; using cell phones and computers in activities unrelated to class work; any type of harassing, intimidating, belligerent, or abusive language or action; or any behavior that is distracting to the instructor or other students. Instructors may remove students who they determine are disrupting the educational process.

Grievances: Students should be aware of the appropriate processes for complaints, grievances, and appeals. University policy is outlined at www.buffalostate.edu/academicaffairs/x570.xml.

Food and Drink: Under no circumstances may food or drink be used around computers or other equipment.

Technology: Students should silence cell phones during class. Texting and use of headphones is prohibited. Use of computers and other digital devices unrelated to course material is prohibited, unless otherwise allowed by professor. If students have an emergency, they will be required to let the professor know. Use of phone every 3 times during the semester unless otherwise allowed will cause student to receive a lower letter grade. Students will be warned up to three times before grade is lowered.

Cell Phone use outside of coursework

No cell phones, for ANY personal use please. IF YOUR CELL PHONE IS USED PARTICIPATION POINTS WILL NOT BE EARNED FOR THAT CLASS. If you need to keep your phone on for an emergency, please let me know before class begins. If you need it on for employment purposes, you will need to obtain a letter from your employer explaining the situation.

Academic Dishonesty Policy

Candidates who engage in plagiarism, cheating on examinations, submit the same work as other candidates, unauthorized collaboration, falsification and/or any other violation of academic integrity will receive an "E" grade in the course. Buffalo State has a campus wide license to *Turnitin* for unlimited submissions of student papers for plagiarism detection.

Candidate Consultation Procedure

Teacher candidates who have difficulty demonstrating the required professional knowledge, skills and dispositions may be referred to the Candidate Consultation process.

Course Requirements

Required Text(s):

1. *Teachers, Schools, and Society: A Brief Introduction to Education 6th Edition*
By David M. Sadker and Karen Zittleman and Melissa Koch
2. *Faces at the bottom of the well: the permanence of racism* (Ser. Civil rights, race & gender (booknotes). BasicBooks. Bell, D. (1992).

<u>**Assignments:**</u>

All assignments must be completed and turned in to pass the course, regardless of point value **Timely Submission of Work:** All assignments are due on the date assigned. Any assignment turned in after the due date will result in a 25 percent grade penalty. In most instances, ***any assignment more than two days is late will receive a failing grade.*** The instructor reserves the right to modify this consequence based on documentation of circumstances beyond the student's control and his/her professional judgment. Late work will not be accepted by email. It can only be submitted to the "Assignment Submission" folder on Blackboard or as a hard copy handed to the instructor in class.

If you are missing an assignment, you will automatically receive a grade of "E" for the course.

Participation, Book Study, and Student Engagement for Classes: 70 points (42 x 1.67)

Weekly **entry and/or exit tickets** will be used as data to record and monitor participation and engagement.

This course is a foundational course; therefore, you will be expected to attend ALL classes that meet on campus and complete the activities when we do not meet face-to-face. For this course we will use the operational definition of engagement which states that" students should be meaningfully involved in their learning through interactive and worthwhile tasks."   As evident by working collaboratively, project-based learning and having an authentic focus. These classes will be comprised of a variety of formats, including simulations, small and large group discussions, and experiential learning activities, **so engagement and class participation are integral to your overall learning and success in this course**. You will be expected to fully participate and contribute to the discussions in a meaningful way. Engagement will be assessed in three (3) areas, with your professor, course content and peers.

Chapters will be assigned throughout the semester. You will be required to pull several quotes from each chapter of the book and create a creative writing work for each quote, you will be asked to respond and discuss it based on your perspective. You can only engage ideas and enjoy the class if you bring your book to class. We all have a shared responsibility for the classroom conversation. In fairness to all those who are taking responsibility for the class discussion, it is my prerogative to ask you to leave if it is apparent that you are not prepared for the class, resulting in an absence for the day. This will impact your grade as it is evidence that you are unengaged thus unable to meet your responsibility to the learning community. Assigned groups will provide written feedback based on the conversations

SPF 203 Final Project: (30 points) Students will choose to write a 5-page paper, 10-minute power point presentation, or 20-minute group poetry reading based on the Faces at the Bottom of the Well and Teachers, School, and Society text.

Assignment	Points
Participation, Book Study, and Student Engagement	70pts
Final Project	30pts
Total Points	**100 pts**

<u>My policy on late assignments</u>

Assignments that are not completed on time will get a potential maximum of ½ of the total grade of the assignment if handed in within 12 hours after the deadline. If the assignment is handed in after the deadline, you will receive a 0 for the assignment. There is no extra credit or make-ups in this class.