



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

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**Spring 2019**

**EDU 210—Diversity, Culture, and Education in a Pluralistic Society**  
**Credit Hours 3 (CRN 20555, Section 1 CH, Tuesday 11, HEC W19)**

**Spring 2019**

**College/Department Website:** [www.concord.edu/education/](http://www.concord.edu/education/)

**Course Management System:** None

**Hardware/Software Needed:** An active **LiveText** account is a required resource for this course because certain assignments must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at [www.livetext.com](http://www.livetext.com). Please purchase the Field Experience Edition. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use." (Taken from an e-mail from the division chair per company's suggestion)

**Prerequisites:** Completion of English 101 is recommended.

**Text Requirements:**

Bracey, G. W. (2004). *Setting the Record Straight: Responses to Misconceptions About Public Education in the U.S.* (2nd Edition) Heinemann.

Koonce, G.L (2014). *Taking Sides: Clashing Views on Educational Issues.* (18th Edition) McGraw Hill.

**Course Description/Rationale:** Provides early identification of teacher education candidates; information for progressing through the teacher education program; and the cultural/sociological, historical, political, and philosophical roots of American education. A 25-hour school-based field experience is required. A grade of C or better is required.

**Concord University Educational Goals and Learning Outcomes:** The Concord University Educational Goals are aligned with each of the course outcomes. This course addresses the standards and provides knowledge and skills for the preservice teachers that will aid in the process of becoming 21st Century Professionals.

**Learning Outcomes and Course Objectives:**

<b>Course Objectives:</b> Upon satisfactory completion of this course, the student will:	WV Professional Teaching Standards	WV Educational Technology Standards (ISTE)	Praxis II	Concord University Educational Goals
Analyze the advantages and disadvantages of being a teacher	4A, 4C		IV.A.2.	Knowledge
Describe the teacher certification process	4A, 4C			Knowledge
Analyze the profession of teaching	4A, 4C, 5A	10,18,20,23		Knowledge Skills
Analyze the social and cultural issues and trends affecting education in America's schools	2C, 3C	21,	I.B.6., I.B.2.	Knowledge
Identify and discuss issues involved in communicating the need, principles, and procedures for educating and involving parents.	4B, 5F			Knowledge Skills Attitude
Examine the philosophical roots of American education	1A, 4C	27,	I.A.1., I.C.1., IV.A.3	Knowledge
Analyze the school's physical environment	2C, 2F	4,	I.C.4.,	Knowledge Skills
Describe the major school reform efforts	1A	6	I.B.3., IV.B.4	Knowledge Skills
Identify the various purposes and expectations assigned to the classroom teacher and the public school system	2C, 2D, 2E, 3B	3,	II.C.1.- II.C.5	Knowledge Skills Attitude
Describe the major historical events in the development of American education	1A, 4A		IV.A.2	Knowledge
Identify the major court cases and laws that impact education and teachers.			IV.B.4	Knowledge

## **Course Requirements:**

**Attendance:** The goal of this course is to learn, and in order to achieve that goal you must attend class, since learning will not consist of just reading the material. It will also consist of presenting material, viewing presentations, engaging in classroom discussions, and writing, editing, and revising papers in class. Your overall grade will be lowered by 2% for each tardy or missed class, after the first tardy and/or absence. Assignments, tests, quizzes, etc. can only be made up with an excused absence. You are expected not to miss more than two classes. Excessive absences will result in the student being dropped from the course and receiving a failing grade.

**Plagiarism:** It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

## **ASSIGNMENTS**

It is the expectation of the instructor that each student will come to class having read the assigned material, reflected on said material, and completed the assignment due for that class period. These assignments can be found on the Class Schedule/Agenda, but some assignments will be assigned in class and some adjustments may be made to the Class Schedule, so attendance is doubly important, as is being prepared for each class.

Students' opinions on issues related to education and factors influencing education, will not only be welcome, they will be expected. It is also expected that all students' opinions will be respected by the entire classroom community. This does not mean you have to agree with your fellow students, or the instructor for that matter, but you must be able to demonstrate the professionalism required in the teaching profession, by respecting all differences, even those of opinion. These opinions should show reflection on the material, connection to personal experience, and a culmination of past educational experiences, as a liberal arts education should provide.

The ideas that will guide our study in the course include, but are not limited to:

1. What are the historical foundations of our education system?
2. What creates and defines knowledge?
3. What evidence supports our speculation as to the source of knowledge and its dissemination?
4. What is our personal philosophy of education?
5. Where did our philosophy come from?
6. How will it impact our teaching?
7. What difference does our knowledge make?
8. What are current issues in education?
9. What are the elements and demographics of the field placement school?

Written work should be of high quality. Any writing done outside of class, excluding journal entries, should be proofread by one of your peers, have no spelling or grammar errors, and convey to the reader a well thought-out and supported argument. Written work that does not meet what the instructor deems as college level writing will not be accepted. Some aspects of writing that will not be acceptable include: poor grammar and/or organization, not meeting the page length requirements, inappropriate line-spacing, and font size beyond 12 pt. This list is not an exhaustive list; therefore, it is the student's responsibility to proof read their own work and even seek outside help through tutoring, seeing the professor, having another person read their paper, or any combination of these proactive attempts to improve the quality of the work one will submit.

### Reflection Project

The student will create a project that denotes why they are embarking on the rewarding, intellectually stimulating, and exciting profession of teaching. This project should demonstrate the student's willingness to express why they have chosen this field, as well as demonstrate their ability to share their talents with others. Possible projects could include: drawing, song (written and/or sung), sculpture, scrapbook, monologue, dance, etc.. There are many forms this project could take. Just telling your audience why you want to be a teacher will not be acceptable. Students should use some type of prop or have some sort of artifact. Each student will present their project to the class and explain: 1. Why they picked this type of expression and 2. How they meant it to convey their interest in entering the field of teaching. Each student will also be required to turn in a one page paper that addresses the questions above and summarizes why they want to enter the teaching field.

### Class Participation

As noted above, students will be expected to show up to class having read the material, properly reflected on the material, and completed any assignment due. Students will also be asked to contribute to class discussions in the form of cooperative learning, jigsaw methods, open class discussion, Socratic Discussion, partner discussion, etc. While the instructor is aware that some students do not like to share their views in class, it is extremely important that teachers be able to communicate their ideas to students, and therefore this will be a required feature of this class. In addition, there will be various assignments made throughout class that are not classified elsewhere. These assignments will fall under class participation.

### Field Experience: Project and Journal

There is a **25 hour REQUIRED** field experience that is part of this class. You will fail the course if you do not complete this field placement. During this field experience you will be required to submit written documentation of your experiences in a creative project that demonstrates thoughtful reflection on the experience. Guidelines for the **Field Placement Project** will be forthcoming.

You will write a paper that will be based on your observations during your field placement. For this project you will focus on the school where your placement for Foundations of Education is taking place and write a paper on that topic. In focusing on your school, you will take notes on various aspects of the school, the community, the surroundings, the students, the teachers, the staff, and any other aspect that you find interesting or important.

### Current Events in Education Daily Presentation

Each student in the class will present on an assigned topic during one of the class meetings. The presentation must address/include the following:

- Be 10 to 20 minutes in length (will be timed and points lost for over or under)
- Address readings assigned for that topic
- Highlight at least three elements from the reading(s)
- Answer questions from others in the class (at least two)
- Demonstrate meaningful reflection on the material
- Connect the issue to a current event/news story (see NPR, etc.)

If the instructor feels that the student was ill prepared or that their attempt was less than the quality required, he may have the student present a second time on different material on a different day.

### Reaction Papers

Students will submit one three to four page paper over in which they will respond to the assigned class readings and connect the readings to scholarly work, and in some cases current news events. These writings should demonstrate thoughtful reflection, synthesis of material, and an ability to communicate clearly in writing. These writings must use APA style, consist of proper grammar and spelling, and genuinely reflect an engagement in the material. A second paper will address the roles and responsibilities of the 21<sup>st</sup> century classroom teacher.

\*\*Please be advised that West Virginia certification now requires that all students seeking certification must be finger printed and a criminal background check will be conducted before certification will be granted. If you are aware of any possible criminal action that may prevent you from receiving certification, please see Dr. Andrea Campbell for further clarification and advising.

#### **Grades:**

Reflection Project	(5%)
Class Participation	(10%)
Field Placement Assignments	(10%)
Field Placement Project	(25%)
Current Events Presentation	(20%)
Reaction and Current Event Papers	(2 papers at 15% each)

<b>Grading Scale: A 94-100</b>	<b>A- 90-93</b>	<b>B+ 87-89</b>	<b>B 84-86</b>	<b>B- 80-83</b>
<b>C+ 77-79</b>	<b>C 74-76</b>	<b>C- 70-73</b>	<b>F 69 or below</b>	

## Make Up Work and Late Policy

If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student's responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence. Late assignments will be accepted only with a valid excuse and will be subject to a grade reduction.

## Course Timeline:

Date	Topic
Jan 15	Syllabus Overview Field Placement Guidelines, LiveText, Course Assignments
Jan 22	Education Demographics
Jan 29	Why you want to be a teacher narrative due.
Feb 5	Presentation: Why you want to be a Teacher.
Feb 12	School Demographics
Feb 19	First Journal Entry due
Feb 26	TBA
Mar 5	Current Issues in Education
Mar 19	Current Issues in Education
Mar 26	Current Issues in Education
Apr 2	History of Education Videos
Apr 9	TBA
Apr 16	School Reform Discussion School Choice
Apr 23	Multigenre Project Learning Styles
Apr 30	Multigenre Project Due
	Field Placement due in LiveText
	Field Journal Due
May 7	Final Exam

## Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and the instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located on the Athens campus Jean and Jerry Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone 304-384-6086 or you can email the Director, Nancy Ellison, at [nellison@concord.edu](mailto:nellison@concord.edu).

## Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: "As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same." The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report. Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time. Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

"This syllabus is subject to change based on the needs of the class. Please check it regularly."