

**EDUC 3300 Foundations in Education**  
**Sul Ross State University Rio Grande College**  
**Spring 2017, Eagle Pass**

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Instructor: Maria Gear, Ed.D.  
Department of Education  
3107 Bob Rogers Dr.  
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4:00 p.m.

EDUC 3300, Room D201  
Term: Spring, 2017 (1/17-5/15)  
M/W, EP 4:30 – 5:45 p.m.  
Office Hours: M 9-12 & 1-  
(830) 758 - 5030

T 9-12 & 1-2 p.m.

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**Syllabus Disclaimer**

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

**Required Texts**

Spring, J. (2013). *American education, 16th ed.* New York: McGraw Hill.  
ISBN-13: 978-0078024511

Canestrari, A. & Marlowe, B. (2012). *Educational foundations: An anthology of critical readings, 3rd ed.* Thousand Oaks, CA: Sage Publications. ISBN-13: 978-1452216768

APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Recommended Text**

Hadley, N. J., & Eisenwine, M. J. (2013). *Interactive study guide for the texes: Pedagogy and professional responsibilities tests.* Boston, MA: Pearson. ISBN-13  
978-0-205-50354-4

**Course Description**

A foundation course for teachers including: Philosophical, legal, and ethical aspects of teaching, structure, organization, and management of the American school system, state, local structure, and modern media.

**Student Learning Outcomes**

As a result of course readings, activities, and assignments students will be able to:

1. Identify and explain American schooling as a historical construct; especially diversity aspects concerned with gender, race, ethnicity, language, and class.
2. Identify and explain political and economic processes and structures affecting public education relevant to gender, race, ethnicity, language, and class.
3. Identify and explain relevant relationships between school and the social construction of race and ethnicity.
4. Infer the relationship between equity, diversity, and excellence in teaching.
5. Infer how their own schooling has affected them socially and economically according to their own ethnicity, gender, sexuality, ability, and class.

6. Appraise and demonstrate the effects of the latest national reforms in schooling.

**Class Expectations:** Throughout the course students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various written and/or oral assessments as well as class participation. Students will be expected to participate and contribute to class discussions, read all assigned readings, prepare oral presentations, and complete assignments in a timely manner. If a class session must be missed for personal or professional reasons, please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned according to the A-F (90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, Below 60 = F) format and evaluated using the following criteria:

### **Assessment Methods**

There are a total of 100 possible points for this course and they are as follows:	<b><u>Points</u></b>
1. Class Attendance and Participation	10
2. Reading Presentation	10
3. Reading Reflections	30
4. Midterm Exam	25
5. Final Exam	25

**Class Participation (SLO 1-6):** should be active and relevant to the topic of discussion. To prepare for class discussions, be ready to share your ideas and knowledge gained as it relates to the following questions:

1. What are the most important ideas/concepts discussed in the assigned readings? What are the implications of these ideas/concepts in a classroom setting?
2. Discuss your own personal experience in regards to the ideas/concepts discussed in the readings.
3. Discuss any ideas/concepts that you have found to be interesting, new, surprising or perplexing. Explain your answer.

**As a courtesy to classmates and instructor,** students should respect: (a) discussion/sharing time among members of a group, (b) the privacy of their classmates and information related to schools must remain confidential. All electronic devices must be turned off.

**Distance Education (Web-course) Non-Participation Statement.** Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

### **Attendance/Late Assignments**

Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice is equal to one absence. All assignments are due at the **beginning of class and must be posted on Blackboard (BB). Late assignments will not be accepted.**

**Written Assignments:** To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a 12 point Times New Roman font. In addition, all

written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (6<sup>th</sup> edition), including APA title and reference page.

### **ASSIGNMENTS/STUDENT LEARNING OUTCOMES (SLO)**

#### **Guidelines for Reading Reflections (SLO 1 - 6) (30 points)**

A total of *three* reading reflections are required from each student. Each reflection should focus on a chapter topic. The reading reflection may be from the readings due on the same day the assignment is due OR from previous week's chapter readings.

The reflection is not a summary. You should:

- (1) *briefly* identify and explain the themes that are particularly important to you.
- (2) discuss what implications they may have for educators and others, and/or how they might be further expanded.
- (3) Be sure to refer to (and properly cite) the specific parts of the reading in the course of your discussion.

You may also consider whether there are problems in the author's account or other ways of looking at the issues that have not been given enough attention. In this assignment, think of yourself as in conversation with the author and your classmates- responding to and developing what you believe to be the essential points of the text. The length of each reflection should be no less than 2 pages long excluding title and reference page. Reading responses should be double spaced, Times New Roman, 12 pt., 1" margins, with a title and reference page following APA guidelines.

#### **Grading Rubric – Reading Reflection**

Free of grammatical errors	1 point
Citations crediting the author; APA writing guidelines	1 point
Implications for future educators discussed	3 point
Clarity and organization of response	3 point
Demonstrates a personal understanding/perspective of the content	2 point
Total (per reading response)	10 points

**Presentation (SLO 1 - 6) (10 points):** Each student will develop a presentation that explores a topic(s) addressed in an assigned chapter of Canestrari & Marlowe (2013). Each student will provide a brief summary of the reading, followed by a discussion of implications for future educators. Discussions should make connections to course content. Post PPT on BB by due date.

#### **Grading Rubric – Presentation**

Provide handout for all class members including the instructor	1
Summary of the reading	3
Implications for educators	3
Engage all class members in a discussion on chapter themes	3
Total	10

#### **Instructional Delivery**

Activity	Resource
Whole Class Discussion (WD)	Reflection on Teacher Practice
Lecture (L)	Chapter PowerPoint
Group Work (GW)	Classroom Decision Making
Independent Practice (IP)	Reflect & Apply

Reading Assignments (RA)	J. Spring Textbook /Quiz
Presentation (P)	Canestrari & Marlowe Critical Readings

### Tentative Course Schedule

Week	Topic	Assignment
1 – 1/16 & 1/18	No Class Meeting; Term begins Tuesday, 1/17/17	Read Syllabus
2- 1/23 & 1/25	Review Course Syllabus The History and Political Goals of Public Schooling 1.15k;4.16s  The Social Goals of Schooling 1.15k;1.18k/1.18s;4.16s;4.17s	1/23- Spring (2012)-Ch. 1 & 2 WD; L; GW; IP 1/25 Read Spring (2012)-Ch. 3 & Canestrari & Marlowe (2013)- Part I RA;IP
3- 1/30 & 2/1	Education and Equality of Opportunity 1.3k/1.3s;1.4k/1.4s;1.5k/1.5s  <i>Why Teach?</i> 1.23s; 1.3k; 2.21s; 3.14s; 3.15k	1/30 - Spring (2012)-Ch. 3 WD; L; GW; IP <i>Canestrari &amp; Marlowe (2013)- Part I</i> <b>P</b> 2/1 Read Spring (2012)-Ch. 4 & RA;IP <i>Canestrari &amp; Marlowe (2013)- Part I</i> RA;IP
4- 2/6 & 2/8	The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool 3.7k;3.9s;3.15k;4.1k;4.2k;4.4s  <i>Why Teach?-Continued</i> 4.4k; 4.7k; 4.5s; 4.6s; 4.8s; 4.12k	2/6 - Spring (2012)-Ch. 4 WD; L; GW; IP <i>Canestrari &amp; Marlowe (2013)- Part I</i> <b>P</b> <b>Reading Reflection #1 due on BB</b> 2/8 Read Spring (2012)-Ch. 5 & RA;IP <i>Canestrari &amp; Marlowe (2013)- Part II</i> RA;IP
5- 2/13 & 2/15	Equality of Educational Opportunity 1.3k/1.3s;1.14k;2.1k;2.2s;2.21s;2.23k;4.13k;4.16s  <i>Who Are Today's Students?</i> 1.1k;1.2k;1.3k;1.5k;1.2s	2/13 - Spring (2012)-Ch. 5 WD; L; GW; IP <i>Canestrari &amp; Marlowe (2013)- Part II</i> <b>P</b> 2//15 Read Spring (2012)-Ch. 6 & RA;IP <i>Canestrari &amp; Marlowe (2013)- Part II</i> RA;IP
6- 2/20	Student Diversity	2/20 - Spring (2012)-Ch. 6

<p>&amp; 2/22</p>	<p>3.10k;3.11k;3.13s;3.15k;3.20s</p> <p><i>Who Are Today's Students? -Continued</i></p> <p>1.1k;1.2k;1.3k;1.5k;1.2s</p>	<p>WD; L; GW; IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part II</i></p> <p><b>P</b></p> <p>2/22 Read Spring (2012)-Ch. 7 &amp; RA;IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part III</i></p> <p>RA;IP</p>
<p>7- 2/27 &amp; 3/1</p>	<p>Multicultural and Multilingual Education</p> <p>1.2s;1.3k/1.3s;1.5k/1.5s;1.16k</p> <p><i>What Makes a Good Teacher?</i></p> <p>1.11k/1.11s</p>	<p>2/27- Spring (2012)-Ch. 7</p> <p>WD; L; GW; IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part III</i></p> <p><b>P</b></p> <p>3/1 Read Spring (2012)-Ch. 8 &amp; RA;IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part III</i></p> <p>RA;IP</p>
<p>8-3/6 &amp; 3/8</p>	<p>Midterm Exam</p>	<p><b>Midterm</b></p>
<p>9-3/13 &amp; 3/15</p>	<p style="text-align: center;"><i>Spring Break</i></p>	
<p>10- 3/20 &amp; 3/22</p>	<p>Local Control, Choice, Charter Schools, and Home Schooling</p> <p>2.15k/2.15s;2.21s;4.18k;4.19s</p> <p><i>What Makes a Good Teacher? -Continued</i></p> <p>1.11k/1.11s</p>	<p>3/20 -Spring (2012)-Ch. 8</p> <p>WD; L; GW; IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part III</i></p> <p><b>P</b></p> <p><b>Reading Reflection #2 due on BB</b></p> <p>3/22 Read Spring (2012)-Ch. 9 &amp; RA;IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part IV</i></p> <p>RA;IP</p>
<p>11- 3/27 &amp; 3/29</p>	<p>Power and Control at State and National Levels</p> <p>1.25k;1.26k;2.21s;2.23k</p> <p><i>What Do Good Schools Look Like?</i></p> <p>1.11k/1.11s;1.5k/1.5s; 1.8k; 1.12k/1.12s</p>	<p>3/27-Spring (2012)-Ch. 9</p> <p>WD; L; GW; IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part IV</i></p> <p><b>P</b></p> <p>3/29 Read Spring (2012)-Ch. 10 &amp; RA;IP</p> <p><i>Canestrari &amp; Marlowe (2013)-Part IV</i></p> <p>RA;IP</p>
<p>12- 4/3</p>	<p>The Profession of Teaching</p>	<p>4/3 -Spring (2012)-Ch. 10</p>

<p>&amp; 4/5</p>	<p>4.1s;4.2k;4.4k;4.5s;4.6s;4.8k;4.11s;4.12k;4.15s</p> <p><i>What Do Good Schools Look Like? -Continued</i> 1,14k/1.14s; 1.18k/1.18s</p>	<p>WD; L; GW; IP <i>Canestrari &amp; Marlowe (2013)- Part IV</i> <b>P</b> 4/5 Read Spring (2012)-Ch. 11 &amp; RA;IP <i>Canestrari &amp; Marlowe (2013)- Part V</i> RA;IP</p>
<p>13 – 4/10 &amp; 4/12</p>	<p>Globalization of Education 1.11k/1.11s;1.17k/1.17s;1.18k/1.18s</p> <p><i>How Should We Assess Student Learning?</i> 1.21k/1.21s; 1.24k/1.24s</p>	<p>4/10 -Spring (2012)-Ch. 11 WD; L; GW; IP <i>Canestrari &amp; Marlowe (2013)- Part V</i> <b>P</b> <b>Reading Reflection #3 due on BB</b> 4/12 Read <i>Canestrari &amp; Marlowe (2013)- Part VI</i> RA;IP</p>
<p>14 – 4/17 &amp; 4/19</p>	<p><i>How Should We Assess Student Learning? -Continued</i> 1.25k/1.25s;1.26k/1.26s</p> <p><i>How Does One Develop a Critical Voice?</i> 1.1k/1.1s; 1.2k/1.2s; 1.3k/1.3s</p>	<p>4/17 -<i>Canestrari &amp; Marlowe (2013)- Part VI</i> <b>P</b> 4/19 Read <i>Canestrari &amp; Marlowe(2013)- Part VII</i> RA;IP</p>
<p>15 – 4/24 &amp; 4/26</p>	<p><i>How Does One Develop a Critical Voice? -Continued</i> 1.4k/1.4s; 1.5k/1.5s; 4.2k</p> <p><i>How Do We Move Forward?</i> 1.4k/1.4s; 1.5k/1.5s; 1.6k</p>	<p>4/24 - <i>Canestrari &amp; Marlowe (2013)- Part VII</i> <b>P</b></p>
<p>16 – 5/1 &amp; 5/3</p>	<p><i>How Do We Move Forward? -Continued</i> 2.1k/2.1s; 2.2k/2.2s; 2.3k/2.3s</p>	<p>5/1 -<i>Canestrari &amp; Marlowe (2013)- Part VII</i> <b>P</b> 5/3 - Study for Final</p>
<p>17 – 5/8</p>	<p>Final Exam</p>	<p>5/8 - <b>Final Exam</b></p>

### Student Participation Agreement

Please read this carefully. To be an engaged member of this learning experience, you must meet the expectations listed below. After you have read this agreement, sign, date and turn in. Contact information is optional.

1. Due to the nature of this course it is imperative that you participate in all class activities. The quality of your participation (e.g., observations you make, questions you ask, resources you provide, experiences that you share) will determine the quality of this class experience.

2. Assignments require that you deliver your work to class on time and post your work. You must post your assignments by the due date. Late postings are **not** accepted.

3. Class participation is an important part of this course. As a courtesy to the classmates and instructor, students are required to be respectful to people's ideas, comments, and concerns. In addition, respect toward the instructor and respecting the confidentiality of issues discussed in class is of utmost importance. Information related to schools in the area might be shared and must remain confidential. Sharing information is for the purpose of professional growth only and is not meant to serve as a forum for intentional criticism.

4. To remain updated on course events, you should check the course web-page regularly for assignment reminders, news, and other important and timely announcements. As an adult learner, you must take responsibility for your learning. Staying in touch with your team members, sharing your learning with classmates, and communicating regularly with the instructor is a large part of this learning experience. Timeliness is essential, so if you have a question or are responding to a probe you must do it within a timely manner.

5. For whatever reason, if at any point you decide to drop this course, it is your responsibility to officially drop or withdraw. Failure to do so will result in a failing grade (F).

Print Name: \_\_\_\_\_ Course enrolled: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student contact Information (optional):

E-mail: \_\_\_\_\_

Telephone # \_\_\_\_\_



**SUL ROSS STATE UNIVERSITY  
RIO GRANDE COLLEGE**  
*A Member of the Texas State University System*

*Department of Student Services  
2623 Garner Field Road  
Uvalde, Texas 78801*

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(830) 279-3003  
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**Disability Services Procedures**

Sul Ross State University Rio Grande College, a Member of the Texas State University System, supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University Rio Grande College on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or disability.

The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator assists students with disabilities in gaining opportunities for full participation in programs, services and activities. The Disability Services Coordinator is the Director of Student Services 830-758-5006 in Eagle Pass, Texas.

Services available to all SRSU RGC students include consultation, information and referral as well as personal counseling and academic advising. A student is eligible for disability services if s/he has been admitted to Sul Ross State University Rio Grande College and has a documented physical or mental impairment that substantially limits one or more major life activities. Qualified students with disabilities who need academic adjustments, auxiliary aids or services or other accommodations to ensure equal access must register with Disability Services. It is the student's responsibility to bring disability documentation with them to an appointment with the Disability Services Coordinator to discuss their individual needs at this time. Each request is considered on an individualized, case-by-case basis. As considerable time may be involved in obtaining complete and adequate documentation and arranging for qualified service providers, prospective and current students should request services in a timely manner. These services should be requested well in advance of the anticipated need.

Recent disability documentation from appropriate qualified professionals must be provided by the student to establish current functional limitations and the impact of the disability. Any recommendations for specific accommodations may be helpful in making determinations and these will be considered as part of the documentation review process. Documentation of disability status and other related information is handled in a confidential manner and is maintained in files separate from a student's educational record.

In compliance with applicable laws, unless Sul Ross State University Rio Grande College can demonstrate that an academic requirement is an essential component of a degree or program, the University will make reasonable adjustments to requirements to ensure that the requirements do not discriminate against qualified students with disabilities. A student with a disability may request a course substitution or a modification of a degree or program requirement through the following process.

The student's first point of contact for assistance with this process should be the Disability Services Coordinator. The student should submit:

1. A written request for the modification explaining his/her difficulties in the relevant areas and reasons for requesting the modification;
2. Information about the results of previous efforts in the relevant area (transcripts, etc.); and
3. Comprehensive documentation of the disability and the specific aspects of the disability which impair the student's ability to learn or perform in the area in which the student is requesting the modification. The Disability Services Coordinator will meet with the student, review the documentation and prepare a recommendation on the request.
  - a. A diagnostic statement identifying the disability, date of the current diagnostic evaluation (within a 5 year period), and the date of the original diagnosis.
  - b. A description of the diagnostic criteria and/or diagnostic test(s) used.
  - c. A description of the current functional impact/limitations of the disability.
  - d. Treatments, medications, assistive devices/services currently prescribed or used.
  - e. A description of the expected progression or stability of the disability over time.
  - f. The credentials of the diagnosing professional(s) to include the training and experience which enable the person capable of making the diagnosis(es).

Recommendations for accommodation are helpful and will be given due consideration.

If a student feels that s/he has been discriminated against based on disability, it is recommended that the student first attempt to resolve the issue directly with the individual or group suspected of discrimination. If this procedure is non-productive, a second step may be to seek assistance from the Disability Services office. Students may also file a complaint with the appropriate university officer for ADA/504 compliance, the ADA Compliance Officer, according to the student grievance procedure.