UNIVERSITY OF WISCONSIN
OSHKOSH

EDUCATION POLICY: MYTHS AND TRUTHS
ELEM ED/SEC ED 110 Section 005

Spring, 2022 Semester

Dates: February 1 - May 13, 2022
Class: Clow 224 for Sections 003 and 004 / Clow 022 for Section 005

Professor: [redacted] (she/her)
Email: [redacted]
Office Hours: Wednesdays 3-5 p.m. or by appointment
Campus Office: Education Bldg. (N/E) 514
Office Phone: [redacted] (Off due to pandemic)
Cell Phone: [redacted]

University Studies Program (**USP**) introduces UW Oshkosh students to the opportunities of university life and the goals of a liberal education. Students will participate in various campus events designed to build intellectual curiosity and to lay the foundation for lifelong intellectual development. University Studies USP is made of three interconnected parts: QUEST, EXPLORE, and CONNECT. A core part of University Studies is the QUEST. In the QUEST, students will take courses with a small learning community of other students. Throughout the QUEST, you will begin your pursuit of liberal education goals, documenting your learning in an electronic portfolio. This course is your first QUEST which includes a peer mentor and various campus activities.

In this course, students are exposed to one of the "University Studies Program (USP) Signature Questions" that are central to a UW Oshkosh education:

• QUEST I_HOW DO PEOPLE UNDERSTAND AND ENGAGE IN COMMUNITY LIFE?

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Course Description:
This is a discussion-based course. In this course, students will use all modes of communication which include speaking, active listening, writing, and reading academic papers to critically examine educational claims so that they will have better understanding and capacity to engage in community life. Over the past decade, education in the United States has become a pervasive part of the public discussion. U.S. Media is dominated by doom and gloom stories of lazy teachers not being accountable for student learning, pessimistic assessments of U.S. students in

international education rankings, and other failings of the U.S. public education system. Yet, the same media also turns local teachers into heroes and heroines for caring about the intellectual and social development of their students. And, when parents are surveyed about education, they are generally happy about their children's schools but concerned about the quality of "other" schools and teachers. Stakeholders from almost every sector of our society are influencing policy decisions at the local, state, and national level.

Course Texts / Readings:

Mogi-Hein, Y. (2020). Education Policy for Social Change. Cognella: San Diego, CA.

USP QUEST I Course Requirements:

1) *Community Events:*
   Participate in the three UWO community events (minimum requirement). A list of potential events will be provided on Canvas. At least one of these events should be a meeting hosted by a student organization.

2) *Meeting with Instructor:*
   During the first three weeks, small groups (2-3) of students will be invited to the instructor's office for a brief conversation. During this conversation, we will talk about ways that we (students and faculty) have been civically engaged in our lives, provide an opportunity to ask questions about course logistics and content, and discuss the transition to college life.

Prerequisites for the course: N/A Credits: 3

InTASC Standards 10: Leadership and Collaboration:
In this course, we will be discussing how *teaching and learning* impacts the greater community in understanding education at a macro-level to build a foundation for all other education courses.

Course Objectives:

The goal of this course is to help students understand emerging trends in education (civic knowledge) so that they can enter into public discussions about education in an informed manner (civic engagement). The course will focus on three broad questions.

(1) What is the purpose of schooling?

(2) How can we educate "all" students?

(3) What does it mean to be a teacher?

These questions will be examined through multiple analytical lenses, including: governance and financing, accountability, historical foundations, media representations, advocacy, and global comparisons.

Content and Skills

- Reflect on your understanding of what it means to be an educated person and how that relates to the characteristics and goals of a liberal education.
- Explain and demonstrate in writing and class presentations the continuity and change of the purposes of schooling over time in the U. S. and resulting educational policies at the, state, and national levels.
- Understand the politics of power and control in U.S. education at the state, and federal levels.
- Articulate and critique the debates about the quality of U. S. public education and achievement in a global context.
- Develop warranted stances on educational reforms and policy issues.

Civic Knowledge and Engagement

- Explain how knowledge is socially constructed and implicated with power.
- Describe the multiple strategies for civic action and evaluate the effectiveness of these strategies.

Responsibilities and Policies:
Attendance/tardiness policy. The information in the class will be presented in a collaborative community format. It is essential that you attend class every day. Students will have an opportunity to gain some of the knowledge missed if non-attendance cannot be avoided. However, this does not replace the knowledge you could have gained by being present in class.

Format of Papers: APA Style writing will be used on all papers. Proper citation of text is a must! It is understood that different courses use different styles of citations. The most important aspect of citation is giving credit to the author for the generation of your knowledge.
Late paper policy. All assignments are expected the day they are due.

UWO Honor Code and Policies.
Academic Integrity - Academic integrity is taken seriously in this course. Offering others' ideas and words as your own is plagiarism. Academic dishonesty (including plagiarism) will be dealt with according to UW System policy.

Requirements and Major Assignments (100% Total)

A) **Class Participation and Attendance**: (25%) Active Listening & Speaking
Your attendance is required. The way we learn and grow as a community is by discussing issues with one another and listening to other perspectives. It is essential in this class that you attend every day and that you are an active participant during class.

B) **Weekly Learning Journals and Peer Reviews**: (25%) In APA format
Every week, you will be submitting a one-page, typed, 3 paragraph, reflective journal to make your learning transparent to the professor and your peers. In your weekly journal, be sure to elaborate on 1 to 3 big ideas). You may include but not limited to reflect on 1) weekly theme, 2) readings and 3) class discussions. Please remember to submit your journal in 2 ways - at the end of the week via Canvas Dropbox for the Originality requirement; We will do Peer Review ***check-and-balance*** in class.

C) **Current Issue & Chapter Discussion Leader**: (25%)
Here is the link
Leadership & Critical Thinking

- Bring a very short 2022 article (1-3 pages) on a major education policy issue to brief and lead class discussion in the beginning of class. This should be done professionally. You may include the weblink and/or a very short video clip, followed by posing 2 questions for 5 min. class discussion.
- 1 page K-W-L annotated notes from independent reading BEFORE class (12 total) *and/or* 2 multiple choice questions (per Chapter)must be completed before you begin with your group work in 25 min. group presentations.
- Synchronous, Live Online Classes: (attentive listening / speaking (1-3 per class)
- Canvas Online Discussion Posts (1 Primary & 2 Secondary posts min.)

D) **Community Engagement and reflection**: (25%) Spend 5 hours outside of class and reflect on the 110 Signature Question. Share what you have learned with others.

"How do people understand and engage in community life?"

- Write a 2 page reflective summary paper from your choice of 1-3 community event/s (5 hours total) *including but not limited to*:
  - a) KDP Education Honor Society Monthly Meeting (Feb-May)
    - Selectie Wednesday evenings from 7:30 (1 hr) - 2/25/2022
  - b) Girls on the Run (Social/Emotional Learning Program: March-May)
  - c) UWO ArtsCore sponsored event (Feb-May)
  - d) Amity Youth Forum virtual event (March)
  - e) Any other OSA sponsored events on campus

Evaluation / Basis for Grade

- After the third week of class, you will receive your first grade for your overall progress in this course and each of the courses you are taking in your first semester. This process is called "Early Alert."

- You will receive your grade via an email during the 7th week of classes. In this course, the "Early Alert" grade is based on your attendance, learning journals, peer reviews, and the current issue discussion and class participation. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript.

- All assignments are an opportunity for you to show what you are learning. In addition, they provide a basis for the professor to evaluate you in analytic reasoning, growth, sharing your knowledge with others, and professionalism. For each of the assignments, you will receive feedback on the assignment that can be applied to the final grade rubric below. Three assignments will be completed throughout the semester, but take the opportunity to show what you know in as many ways possible.

In the University Studies Program (USP), we want you to be successful. Please visit this resource page to read about all the campus services available to support your success (http://www.uwosh.edu/home/resources). The following resources are especially helpful in this course.

The QUEST classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. Your USP courses will also provide the opportunity for you to EXPLORE and CONNECT as you begin your college education. For further information about the unique general education at UW Oshkosh, visit the University Studies Program website.

Weekly Course Schedule:

Notes:

1) *-Weekly Schedule is subject to change at the professor's discretion.

2) Our Weekly Schedule: Each week begins Monday and ends on 11:59 p.m. Sunday

3) All assignments must be submitted in the Canvas Dropbox. No exceptions.
All assignment due dates are 11:59 p.m. Sunday (or earlier) listed in the weekly schedule

4) See the weekly schedule on the next page for more information.

Date	**Weekly Theme**	**Assigned Reading** *before class.*	**Classroom Assignment DUE before class**	**Individual Writing Assignment**	**"2020-2021" Current Issue completed by students**
UWO Week 1 (2/1/22) Week 2 (2/8/22)	INTRODUCTION -Syllabus; -Expectations; -Get to know you COMPULSORY EDUCATION ACT (1852)	*Ice Breaker Activity Attendance Act * **Chapter 2** Should Citizenship Education Be Compulsory?	*Print and read Syllabus * Read Ch. 2 with annotation BEFORE class	*Pre-Assessment K-W-L Chart In class. *Cell/Text list Journal Entry # 1 *Meeting with [redacted]	*Photo ID - Canvas * 3 Things I should know about you.
Week 3	THE POLITICS OF EDUCATIONAL EVENTS	* **Chapter 3** The Meaning of September 11	*Continue to read Ch 2 and take KWL notes * Weekly Journal #1	Journal Entry # 2 *Meeting with [redacted]	Student Number 1: OPEN 2: OPEN 3: OPEN
Week 4	SEPARATE BUT EQUAL (1896)	* **Chapter 4** Why Racial Integration Remains an Imperative	Peer Review Current Issues	Journal Entry # 3	Student Number 4: OPEN 5: OPEN 6: OPEN
Week 5	EQUALITY OF OPPORTUNITY IN EDUCATION (1954)	* **Chapter 5** Why Are All the White Students Sitting Together in College?	Peer Review Current Issues	Journal Entry # 4	Student Number 7: OPEN 8: OPEN 9: OPEN
Week 6	GREAT SOCIETY PROGRAM	* **Chapter 6** The Great Society's War on Poverty	Peer Review Current Issues	Journal Entry # 5	Student Number 10: OPEN 11: OPEN 12: OPEN
Week 7 *EARLY ALERT*	A NATION AT RISK	* **Chapter 7** A Nation at Risk Reconsidered	*Peer Review Current Issues	Journal Entry # 6	Student Number 13: OPEN 14: OPEN

Week 8	CHARTER SCHOOL MOVEMENT	* **Chapter 8** Choice:The Story of an Idea	Mid-Term Exam	Journal Entry # 7	Student Number 15: OPEN 16: OPEN 17: OPEN
Week 9	SCHOOL REFORM (NCLB) IN KENTUCKY	* **Chapter 9** A Decade of School Reform in Kentucky	*Peer Review Current Issues	Journal Entry # 8	Student Number 19: OPEN 20: OPEN 21: OPEN
Week 10	TEACHER ADVOCACY	* **Chapter 10** Authenticity & Teacher Advocacy	*Peer Review Current Issues	Journal Entry # 9	Student Number 22: OPEN 22: OPEN
Week 11	IN A POLICY VACUUM	**Chapter 11** Demographic Transformation	* Peer Review Current Issues	Journal Entry #10	Student Number 25:Ben Knaus 26: Mason Adams 27:Brittney Penyak
Week 12	POLICY WORK AS ACTIVISM IN TEACHER EDUCATION	* **Chapter 13** Visibility Matters (LGBTQ)	*Peer Review Current Issues	**Second Quest Assignment Due	Student Number 28: OPEN 29: OPEN 30:OPEN
Week 13	INCLUSIVE EXCELLENCE	* **Chapter 1** Inclusive Excellence	*Peer Review Current Issues	Journal Entry #11	Student Number Extra Credit
Week 14 (Dec 8 and 10)	Final Exam Prep. 3 min. Pitch - Early Birds	SELF-EVALUATION & Conference with [redacted]	*Peer Review Current Issues	Journal Entry #12	Final Farewell
Finals Week	Final Exam 3 min. Pitch	SELF-EVALUATION & Conference with [redacted]	Course Evaluation	Last Reflection	Best Wishes to all of our 110 students

Academic Integrity (UWO Honor Code):

The UW Oshkosh Honor Code is adopted in its entirety for all work in this course. To he academic honesty in your writing is expected and it means giving credit for those ideas while developing your own thoughts and ideas. Ideas, not just direct quotations, must be cited. A general rule of proper citation is: when in doubt, cite the source of an idea. You may work with a tutor or writing consultants to help you understand the material in the course, or to refine the mechanics of your writing, but the work you hand in must be yours.

Rehabilitation Act of 1973: Section 504; PL92-112, Subpart E, Section 84.43m, 84.44:
It is the student's responsibility to inform the instructor if they have a handicapping condition, which requires reasonable academic adjustments. These adjustments are defined as modifications/adaptations, on which will afford them equal opportunity to achieve equal results as those without a handicap. In keeping with the UW Oshkosh mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the UW Oshkosh provides supportive services to students with disabilities.

Inclusive Excellence Statement

UW - Oshkosh is committed to its inclusive excellence efforts. Inclusive Excellence is a planning process intended to help our campus community establish a set of systemic actions that focus on fostering greater diversity, equity, inclusion, and accountability at every level of university life (www.wisconsin.edu/inclusive-excellence, 2017). perform the skills articulated in the syllabus. All journal and assignment submissions are created professionally with deep and nuanced analysis of the topics being presented.

Course Grade: All of the above will boil down to a final grade according to the following 4 x 4 RUBRIC .

EDU110 (Quest 1)	4 - Proficient	3 - Nearing Proficient	2 - Still Working	1 - Novice
Analytic Reasoning: Shows skills of looking at all perspectives of educational policy topics instead of current knowledge and paradigm	Ability to analyze educational policies from all perspectives going above and beyond to find resources counter to own understanding.	Ability to analyze education policies from all perspectives and see beyond personal experience to frame understanding of the topics.	Can understand educational policy issues but often only considers personal experience as a basis for understanding.	Does not gain an understanding of current educational policy issues.
Growth: Demonstration of the construction of new knowledge about all educational policy issues presented in the class	Demonstrates solid understanding in all educational policy issues presented in class. Uses additional resources to enhance understanding.	Demonstrates the growth in knowledge of all educational policy issues studies in the class.	Demonstrates some growth in knowledge of some educational policy issues presented in the class.	Lacks interest in understanding current educational policy issues.
Sharing and Engagement: Sharing of knowledge and thinking about educational policy issues and active involvement in classroom learning community	Takes on leadership roles to help others to gain knowledge of educational policy issues.	Openly shares knowledge with others and seeks to deepen his/her own understanding from others.	Sometimes shares knowledge and understanding with others. Misses some classes.	Does not share or communicate with others to enhance understanding or is frequently absent from class.
Professionalism: Writing skills Correct use of Citations Speaking and Listening skills	Consistently demonstrates strong writing skills with proper APA citations. Demonstrates a strength in speaking and listening skills, citing properly in speech.	Proper use of writing skills, APA citations, speaking and listening skills most of the time.	Working toward proper writing skills and proper use of APA citations.	Lack of writing skills and/or improper use of APA citations.

Grade Marks -

4: Proficient - Shows a complete and correct understanding of the concepts or the ability to

3: Nearing Proficient - Shows partial mastery of the knowledge or a rudimentary ability to perform the skills as articulated in the rubric.

2: Still Working -

1: Novice - Shows serious misconceptions or lack of understanding of the concepts or an inability to perform the skills as articulated in the rubric.

<u>Grading Scale</u>:

A = 16 points	B = 13 points	C- = 9 points
A- = 15 points	B- = 12 points*_=A (midterm, P-value)	D = 8 points
B+ = 14 points	C = 10 points	F = Below 8 points

Syllabus_11:30 am_110_Ed Policy_Elem/Sec110_[redacted]

Spring, 2022

ORIGINAL- Cell Phone Tree for Emergencies/110

1.[redacted]