Course Syllabus

Jump to Today Edit

Educational Policy: Truths and Myths

Elem/Sec Ed 110 Sec 3

Fall 2021

3 Credits

Instructor: [redacted]

Class Days/Times: Tues/Thurs 9:40-11:10

E-mail: [redacted]

Phone: [redacted] (cell)

Statement Regarding Diversity, Equity & Inclusion:

Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive anti-racist and equitable environment is of paramount importance to us. This pursuit prepares all of us to be global citizens who will contribute to the betterment of the world and of the United States, and we recognize the imperative for justice and fairness in education and in the community. We are committed to a university culture that provides everyone with the opportunity to thrive. Finally, we respectfully acknowledge that our university in Oshkosh stands on lands of the Menominee people. May we approach our work together with honesty, integrity, compassion and courage.

Statement Regarding Contact Hours:

This course is a 3-credit course, which means that students are expected to do at least 9 hours of course-related work or activity each week during the semester. This includes scheduled class lecture/discussion meeting times as well as time spent completing assigned readings, preparing written assignments, studying for tests and examinations, and other course-related tasks.

Student Support:

My goal in this course is to provide a supportive environment in which you can succeed. In this course we will attempt to address some underlying principles of trauma-informed education, recognizing that many of us have experienced trauma in different ways and at different times, and that some of us experience multiple traumas. As instructor I will do my best to help foster a safe, open and welcoming space for us to share a variety of concerns that impact our lives. I also will set up individual meetings with each of you with the goal of fostering open communication.

In addition, I would direct you to the following resources available for all students:

Academic Support of Inclusive Excellence:

The Division of Academic Support of Inclusive Excellence (ASIE) is dedicated to the academic growth and personal development of UW Oshkosh students including structurally excluded groups comprising first-generation, low-income, students of color, women, and LGBTQ+ students. ASIE aims to empower and inform students, faculty, staff and the broader community to create an equitable, diverse and inclusive campus climate through outreach initiatives, educational programming, leadership opportunities and multicultural events.

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (http://www.uwosh.edu/wcenter), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website(http://www.uwosh.edu/readingstudycenter), visit them in Nursing Ed Room 201, or call 424-1031.

Counseling Center: All of us need to pay attention to our mental health needs. The Counseling Center at the University of Wisconsin Oshkosh is a center of encouraging, compassionate professionals who engage students in overcoming challenges and achieving wellness while honoring the dignity and worth of each person. If you are interested in making an appointment, please call (920) 424-2061.

Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Academic Honesty

Academic honesty is essential to a good learning environment. Cheating and plagiarism will not be tolerated in this class. See Chapter UWS 14 Student Academic Disciplinary Procedures at http://www.uwosh.edu/deanofstudents/university-polices-procedures (Links to an external site.) Plagiarism is representing someone else's words and ideas as your own, either through direct copying or indirect paraphrasing, no matter where they are found (in print, on the Web, in a friend's paper, etc.). This constitutes intellectual theft. Whether you do this intentionally or not does not matter: it is still plagiarism. Those who plagiarize will be severely penalized, and the penalty for plagiarizing someone else's work can range from failing an assignment to expulsion from the University.

In alignment with the Standards of the Higher Learning Commission, students in the Teaching and Learning Department are expected to adhere to the following: For each one hour of class time spent in a lecture, seminar or in online instruction, it is expected students will spend an additional two hours of work time outside of class time engaged in activities such as reading, researching, completing assignments, group-work and other class work as assigned by the instructor.

ADA Statement:

If a student believes that they have special needs as addressed by the Americans with Disabilities Act, they should notify the instructor immediately and the necessary arrangements will be made.

Student Concerns:

For academic questions or concerns that you may have about the course, please speak to the instructor first. If unable to resolve issue, contact the Chair of Teaching and Learning.

Course Description

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 Objectives / Outcomes

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 do we promote equity in the education of 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, and global comparisons.

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Student Learning Outcomes

Through classroom discussions, research, presentations, and written assignments, students will demonstrate the following knowledge, performances and dispositions:

- 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.
- Understand values and cultural beliefs as they have shaped inequities in social, political and economic systems in the United States.
- Analyze how identity is constructed and shaped by cultural heritage as well as patterns of power and privilege.
- Understand the multiple challenges facing many children and their families in Northeastern Wisconsin and more widely in the United States.
- Through an examination of the history and contemporary practice of education with marginalized groups, students will encounter diverse experiences, perspectives and voices.

Textbooks and Materials

Kozol, Jonathan (2007). *Letters to a Young Teacher.* New York: Crown.

Additional readings are listed on our canvas home page.

Course Requirements

Ungraded but required

Meeting with Instructor. This will be an informal virtual meeting or a socially-distanced meeting in an open space on campus. It is our chance to share how things are going in the class, as well as any ideas and/or concerns you have. To be scheduled in the first few weeks of class.

Graded: For any of your written assignments in this course you will have the opportunity to revise and resubmit based on feedback. In addition, for your final project I welcome your suggestions for creating a product that allows you to build on your skills while also showing some of your strengths.

Participation (10%). Participation in class discussion, small group and partner work is important for any learning. If you are running late or need to miss a class for any reason, please send me a message.

Reading Reflections (20%). Beginning in week 2 of the course you will submit a reading reflection on the readings for that week each Thursday. You can raise questions, make connections, highlight insightful quotes, etcetera. Feel free to go in-depth on one reading or compare/contrast 2-3 readings. 1 page (2 points each for 10 total).

Identity Poem (10%). Write an identity poem, wherein you address a range of things that shape your identity in terms of gender, race, ethnicity, language background, country of origin, your roots in a place, your travels, family, your friends, your beliefs, your culture as you define it, books you have read, your work and play, and our times—the socio-historical context of your life. Your poem can be about how any of these elements shape who you are. I will share copies of some poems on our first evening which might help inspire your work (e.g., Gloria Anzaldua's "To Live in the Borderlands"). With your permission, we will also share these poems with the full group. 1-2 pages double space. **Due September 16**. InTASC Standards #9

Chalk Talk Photography Project (10%). In class we will do the chalk talk workshop similar to that used by Wing Young Huie in the University Avenue Project (https://www.wingyounghuie.com/p929219206 (Links to an external site.)), presenting ourselves holding answers to such questions as, "What do other people see in you? What don't they see?" and "What advice would you give to a stranger?" Then, with the people in your household/roommates or, if necessary, virtually, you will lead some others in the chalk talk workshop, gather photographs (if possible) and share these with a 1-page reflection about how such questions and photography can address our identities. **Due September 30.**

Movie Review (10%). Choose two of the films about schooling from our course list to review and connect to course topics and research articles. Some are free on Youtube, others just have scenes there. Some are on Netflix (if you have access to that). Films include:

Great Debaters (Youtube)

The Right to Learn (Youtube)

Rural California: An Educational Divide (Youtube)

A Walk in My Shoes: Social Justice in Education (Youtube)

No Child Left Behind (Youtube)

Beyond Greta Thunberg: The Uprising of Youth Climate Activists (Youtube)

New Boy (Ireland) (Youtube)

Teach Us All (Netflix)

All Together Now (Netflix)

*La Vie Escolaire/*School Life (Netflix)

Stand and Deliver (Netflix)

3-4 pages, double space, with references. **Due November 4.**

Debating the Issues (20%). In groups of four, you will debate topics in education. Here are our propositions:

Schools should be integrated by whatever means necessary in order to promote an equitable education for all (October 7).

Standardized tests should be used to measure the success of students, teachers and schools (October 14).

All students should be eligible for free postsecondary education (October 21).

Bilingual education should be implemented at schools throughout the United States (October 28).

Charter schools provide a needed educational alternative to traditional public schools (November 4).

Schools and teachers should promote culturally relevant pedagogy in teaching and in the curriculum, including a reexamination of American history as traditionally taught (November 11).

Schools should increase funding to teach visual and performing arts at all levels in all schools (November 18).

Two-person teams will square off on the issue, presenting their evidence, and fielding a few questions from the audience. Sign up for your debate date! After the debate, you will submit a one page reflection of the experience and what you learned.

Research on Special Topics (20%)

Select an issue from the list below and interview at least two people (one inside and one outside of education). Ask these persons about what they think about the issue, and take notes on what

they say. Next articulate your stance on the issue and the stances you disagree with and why, citing research for support (APA format). Conclude your research with a discussion of how various groups have been engaged with the issue grassroots, state, and federal levels, and explain how you as a pre-service teacher can be civically involved with the issue.

Your final product can be a presentation (e.g., powerpoint, a performance or art piece, or a paper). You are expected to do library research on the issue you choose. Your final product should include your rationale for choosing the topic, your major argument/stance on the issue and reference citations (a minimum of ten). The reference notes portion of the paper should follow American Psychological Association (APA) style. You should confine your research to professional literature - journal articles, books, learned society position statements, university and government sponsored web sites and authoritative think tanks. News articles from established news sources (e.g., *New York Times, Milwaukee Journal Sentinel*) to share ongoing issues (e.g., racial justice, gun violence in schools in the U.S.) are permitted as well.

Issues include:

- school choice
- school privatization
- high stakes testing
- inequalities of funding or access
- de facto segregation
- social justice education
- gun violence in schools
- trauma-sensitive education
- teacher organizing and unions
- bilingual education
- curriculum focus (art/science/???)

Evaluation

In this course, you will be assessed through a variety of assignments. Criteria for evaluating these assignments include:

- Demonstrate proficiency in course objectives
- Making connections to assigned readings and references to expert knowledge
- Being able to explain diverse, warranted perspectives.
- Creating and critiquing arguments.

Grades for this course are based on course assignments as weighted below:

Grading Scale

FINAL GRADE	Min %
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	63
D-	60
F	0

Campus Resources

In the University Studies Program, 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 (Links to an external site.)). The following resources are especially helpful in this course.

Center for Academic Resources

The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most undergraduate classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Tutor List page on CAR's website (www.uwosh.edu/car (Links to an external site.)) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet.

Writing Center

The Writing Center employs specially trained students with a passion for helping their peers become better writers. The services it offers are beyond merely checking for grammar; instead, the Center strives to teach students the process of good writing. Appointments are free, confidential, and are at your convenience. For more information, email wcenter@uwosh.edu, view their website (http://www.uwosh.edu/wcenter/ (Links to an external site.)), visit them at SSC 102, or call 424-1152.

Reading Study Center

The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note taking, test preparation, and test taking. For more information, email readingstudy@uwosh.edu, view the website (http://www.uwosh.edu/readingstudycenter (Links to an external site.)), visit them in Nursing Ed Room 201, or call 424-1031.

Course Schedule (Tentative):

9/9 Introduction and Course Overview. Read Anzaldua.

9/14 Kozol and the Impact of School and Community. Kozol, chapters 1-2.

9/16 Sharing identity poems; Chalktalk workshop. Kozol, chapter 3; Wing Young Huie, University Avenue Project, https://www.wingyounghuie.com/p929219206 (Links to an external site.) **Identity poems due.**

9/21 Civic Mission of Schooling across historical eras in the U.S.; Read: Historical Chapters, The Common School and the High School

Horace Mann: http://www.pbs.org/onlyateacher/horace.html (Links to an external site.)
John Dewey: http://www.pbs.org/onlyateacher/john.html (Links to an external site.)
Margaret Haley: http://www.pbs.org/onlyateacher/haley.html (Links to an external site.)

9/23 Civic Mission of Schooling across historical eras in the U.S.

Read: Historical Chapters Segregated schools (asynchronous--we do not meet)

boarding schools for native
peoples: http://www.npr.org/templates/story/story.php?storyId=16516865 (Links to an external site.)
segregated schools: http://law2.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm (Links to an external site.)
Film: *The Great Debaters,https://www.youtube.com/watch?v=0MHc8Wsfi8Y (Links to an*

external site.)

9/28 Civic Mission of Schooling across historical eras in the U.S.; Read: Historical Chapters Brown v. Board and Desegregation; IQ testing
history: http://crackingthelearningcode.com/bonus1.html (Links to an external site.)

9/30 Historical eras—the 70s and 80s; Kozol, 4;

Debating the Issues Example: School should be compulsory for children ages 6-16.

abolish compulsory education: http://thefederalist.com/2014/02/04/abolish-compulsory-education/ (Links to an external site.)

10/5 Challenges facing students in rural schools. Kozol, ch. 5-6

Movie: Rural California: An Education Divide | Documentary (Links to an external site.)

10/7 Historical eras: Resegregation. Kozol ch. 7-9

Debating the Issues: Schools should be integrated by whatever means necessary in order to promote an equitable education for all

resegregation of schools: http://www.usatoday.com/story/news/nation-now/2014/05/15/school-segregation-civil-rights-project/9115823/ (Links to an external site.)
School Districts still Face Fights on Integration: https://www.theatlantic.com/education/archive/2014/05/lack-of-order-the-erosion-of-a-once-great-force-for-integration/361563/ (Links to an external site.)

10/12 Schools and Accountability. Read and View:

Historical eras: Age of Accountability; Kozol ch. 10

No Child Left Behind documentary

No Child Left Behind [Documentary Film] (Links to an external site.)

10/14 Accountability, continued.

Debating the Issues: Standardized tests should be used to measure the success of students, teachers and schools.

10/19 Social class and schooling schools and social class:

http://scholar.harvard.edu/jlhochschild/publications/social-class-public-schools (Links to an external site.)

Movie:The Right to Learn | Documentary (2018) (Links to an external site.)

free higher education a right: http://ourfuture.org/20140319/free-higher-education-is-a-human-right (Links to an external site.)
Free higher education: Bad Idea. https://ncee.org/2019/09/free-higher-education/ (Links to an external site.)

10/21 Social class and schooling, continued.

Debate: Should all students be eligible for free postsecondary education (college)?

10/26 Schooling and English Language Learners

Christine Rossell, http://educationnext.org/the-near-end-of-bilingual-education/ (Links to an external site.)

Collier and Thomas,

https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e (Links to an external site.)

10/28 Bilingual Education, continued.

Debate: Bilingual education should be implemented at schools throughout the United States.

Film: Immersion

Immersion (Links to an external site.)

11/2 School Reform: Business model. Goldstein (2013), https://www.smithsonianmag.com/innovation/the-business-of-american-business-is-education-22304950/ (Links to an external site.)

Asynchronous on November 3: Be sure to VOTE!

11/4 Privatization and school choice; Kozol 11

Debating the Issues: Charter schools provide a needed educational alternative to traditional public schools.

Charter school academic success mixed: https://www.aft.org/sites/default/files/charterresearch.pdf (Links to an external site.)

Charter schools have positive effect on nearby public schools: https://fordhaminstitute.org/national/commentary/charter-schools-have-positive-effects-traditional-public-schools-located-near (Links to an external site.)
charter schools perspectives: http://www.edweek.org/topics/charterschools/ (Links to an external site.)

11/9 Social Justice in Education; Kozol, 12

Film: *A Walk in My Shoes: Social Justice in Education*

A Walk in My Shoes: Social Justice in Education Full Documentary (Links to an external site.)

Teaching BLM I and II

https://www.tolerance.org/magazine/summer-2017/why-teaching-black-lives-matter-matters-part-i (Links to an external site.)
https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii (Links to an external site.)
How the Culture Wars Destroyed Public Education. https://www.washingtonpost.com/news/made-by-history/wp/2017/09/05/how-the-culture-wars-destroyed-public-education/ (Links to an external site.)

11/11 Challenging accepted knowledge Kozol, 13-15; Ladson-Billings, http://www.jstor.org/stable/1163320 (Links to an external site.)

Debating the Issues: Schools and teachers should promote culturally relevant pedagogy in teaching and in the curriculum, including a reexamination of American history as traditionally taught.

11/16 Curriculum: Teaching about Climate Change. Kamenetz (2019)

https://www.npr.org/2019/04/25/716359470/eight-ways-to-teach-climate-change-in-almost-any-classroom (Links to an external site.)

Beyond Greta Thunberg: The Uprising of Youth Climate Activists

https://www.youtube.com/watch?v=KoC_1rOAFX0 (Links to an external site.)

11/18 Curriculum: Art and Science

Why Art Education is Crucial: http://www.edutopia.org/arts-music-curriculum-child-development (Links to an external site.)

The Importance of STEM Education: http://www.usnews.com/news/articles/2011/08/29/stem-education--its-elementary (Links to an external site.)

Are Math and Science Really More Important? http://www.huffingtonpost.com/alfie-kohn/the-stem-sell-are-math-an_b_823589.html (Links to an external site.)

Debating the Issues: Schools should increase funding to teach visual and performing arts at all levels in all schools

11/23-25 NO CLASSES Thanksgiving

11/30 Research day (no class)

12/2 Final Debate: TBD (Possibly focus on trauma sensitive, mental health education). Short film: New Boy

https://www.youtube.com/watch?v=FdeioVndUhs (Links to an external site.)

12/7 Share research projects

12/9 Final Thoughts. **All assignments due.**