ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*The mission of the Education Community is to prepare future educators*

*who will promote lifelong learning and empower diverse communities.*

COURSE SYLLABUS

EDF 4084: Cultural & Social Foundations of Education

*The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

|  |  |
| --- | --- |
| **Course Prefix:** | EDF 4084 |
| **Section #:** | 2998 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | None |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day, Time and Campus:** | Online | Enter Time | | St. Pete/Gibbs |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted | | https://web.spcollege.edu/instructors/id/dupoux.errol | |
| **Office Location:** | St. Pete Gibbs | | TE-105B | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

|  |  |  |
| --- | --- | --- |
| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

In this course, social and cultural forces affecting educational practices are examined in the context of major theories of the sociology of education, concepts of multicultural education, and theories of leadership. Relations among educational policy, multicultural curriculum development, academic and personal growth and achievement, and diverse lifestyles and learning styles are explored.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
   * + - 1. The student will analyze the ways in which cultural contexts influence today’s educational policy by:
       1. describing culture.
       2. examining one’s own cultural context within and outside one’s social environment.
       3. explaining how one’s viewpoint is shaped by one’s experience and historical cultural context.
       4. comparing the cultural contexts of two different people.
       5. examining the evolution of multicultural education and its role in educational settings.
2. The student will examine cultural heritage within the sociology of education by:
   * + 1. defining cultural heritage.
       2. identifying typical social and educational structures of two, non-American cultures.
       3. examining the educational challenges experienced by people from cultures that are different from the predominant culture where they are living.
3. The student will compare the social and cultural factors affecting academic and personal growth and achievement by:
   * + 1. describing how different cultural groups have fit into US society over time.
       2. examining how history has shaped the social and educational experience of children in the United States today.
       3. comparing the social and educational experiences of two different groups.
4. The student will analyze the diverse lifestyles and learning styles in educational settings throughout the United States by:
   * + 1. explaining the concept of diversity as it relates to race, religion, gender, sexual orientation, socioeconomic status, exceptionalities, education level, and health.
       2. examining how factors such as race, religion, gender, sexual orientation, socioeconomic status, exceptionalities, education level, and health influence people in various educational settings.
       3. engaging in respectful dialogue about diversity in educational settings.
5. The student will develop curriculum that promotes a positive social and cultural experience for all persons by:
   * + 1. evaluating various cultural supports, services, and opportunities for people.
       2. developing programmatic structures and interventions to support children from all cultural contexts that promotes a positive cultural experience.
       3. developing educational goals, objectives, and assessments that celebrate diversity.
6. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
7. **Required Textbooks**

|  |  |
| --- | --- |
| Textbook(s) | Required: None |
| Recommended: |
| **Anthology Portfolio** | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

|  |  |
| --- | --- |
| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

|  |
| --- |
| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires \_0\_ hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

|  |  |
| --- | --- |
| **Course Assignments** | **Points** |
| Introduce yourself discussion | 10 |
| Culture & society discussion | 20 |
| Culture discussion | 20 |
| Cultural reflection collage | 50 |
| Cultural perceptions discussion | 20 |
| Quiz 1 | 20 |
| Immigrant discussion | 20 |
| Cultural interviews | 100 |
| Social/cultural Venn diagram | 50 |
| Immigrant presentation discussion | 100 |
| Privilege reflection | 50 |
| Quiz 2 | 20 |
| Diversity discussion | 20 |
| Culturally responsive teaching discussion | 20 |
| Evaluation of a local community center | 50 |
| Brainstorming discussion – Cultural/social program development | 20 |
| Cultural/social program development plan | 100 |
| Cultural/social program brochure | 100 |
| Quiz 3 | 20 |
| Cultural/social program discussion | 20 |
| **TOTAL** | **830** |

|  |
| --- |
| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **ASSIGNMENT LATE POLICY**

Since there are no AP assignments in this course, all assignments are due on the date, no exceptions.

Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion or quiz.

1. **GRADING**

* Course assignment details can be found in MyCourses by clicking on the Course Content tab.
* Incomplete assignments will NOT be graded.
* 10% can be deducted from assignments as a result of poor presentation, conventions (e.g. grammar, APA style), and support documentation as described in the course instructor’s assignment directions.
* Attendance is required for COE courses.

**Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Points** | **Percentage** | **Letter Grade** |
| 747-830 | 90-100% | A |
| 689-739 | 83-89% | B |
| 623-681 | 75-82% | C |
| 564-614 | 68-74% | D |
| <556 | < 67% | F |

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

|  |  |  |
| --- | --- | --- |
| **Module 1** | **Topics** | **Readings/Assignments** |
|  | **Part 1: Exploring Your Cultural & Social Experiences**   * Welcome to course * Course overview/Syllabus | **Read**  - Review materials in Overview-Week 1 & Begin Here modules  - Familiarize yourself with assignments  **Do**  - Introduce Yourself **(Intro is due on Tuesday, August 13th to meet attendance and financial aid requirements.)**  - Culture & Society discussion Due 8/20 |
| **Part 1: Exploring Your Cultural & Social Experiences**   * Culture | **Read**  - Overview of culture  - Culture (Diaz-Rico)  **Do**  - Culture discussion Due 8/27 |
| **Part 1: Exploring Your Cultural & Social Experiences**   * Cultural identity | **Read**  - 10 Models of Our Self (Synnott)  **Do**  - Cultural reflection collage Due 9/3 |
| **Part 1: Exploring Your Cultural & Social Experiences**   * Cultural heritage * Perceptions of other cultures | **Read**  - The Sacred Rac (Hughes)  - 100% American (Linton)  **Do**  - Cultural heritage discussion Due 9/10  - Work on cultural interviews |
| **Part 1: Exploring Your Cultural & Social Experiences**   * Education in the US * Cultural interviews | **Read**  - Education in the US: Context and history (Gutek)  **Do**  - Quiz 1 Due 9/17  - Work on cultural interviews |
| **Module 2** | **Topics** | **Readings/Assignments** |
|  | **Part 2: Cultural & Social Experiences of Others**   * Immigrants in the US | **Read**  - Us & Them: Immigrants in America (Wilson Quarterly)  **Do**  - Listen to How American Became a National of Immigrants podcast  - Participate in immigrant discussion Due 9/24  - Cultural interviews Due 9/24 |
| **Part 2: Cultural & Social Experiences of Others**   * Immigrants in the US * Political and cultural nationalism in education | **Read**  - Political and cultural nationalism in education (Wiborg)  **Do**  - Social/cultural Venn diagram Due 10/1  - Work on Immigrant presentation |
| **Part 2: Cultural & Social Experiences of Others**   * Immigration and education in the US | **Read**  - Culture, instruction, and assessment (Sternberg)  **Do**  - Immigrant presentation Due 10/8 |
| **Module 3** | **Topics** | **Readings/Assignments** |
|  | **Part 3: Privilege, diversity, & multicultural education**   * Sociopolitical context of schooling * Privilege | **Read**  - Understanding the sociopolitical context of schooling (Nieto & Bode)  - White privilege: Unpacking the invisible knapsack (McInstosh)  **Do**  - Privilege reflection Due 10/15 |
| **Part 3: Privilege, diversity, & multicultural education**   * Diversity * Diversity in education | **Read**  - How diversity makes us smarter (Phillips)  - Diversity in education articles  **Do**  - Diversity discussion Due 10/22  - Quiz 2 Due 10/22  - Identify a local community center for upcoming assignment |
| **Part 3: Privilege, diversity, & multicultural education**   * Evolution of multicultural education * Culturally responsive teaching | **Read**  - A brief history of multicultural education (Gorski)  - Educating all students (Brown)  - Culturally responsive teaching (Gunn et al.)  **Do**  - Culturally responsive teaching discussion Due 10/29  - Work on evaluation of a local community center assignment |
| **Module 4** | **Topics** | **Readings/Assignments** |
|  | **Part 4: Cultural & Social Programs**   * Positive youth development | **Read**  - Positive youth development  - Positive youth development for adults  - Positive youth development – continua & matrix  **Do**  - Evaluation of a local community program Due 11/5 |
| **Part 4: Cultural & Social Programs**  Community program development | **Read**  - Information about community program development  - Glossary & checklists – CNYD-Youth Development Guide  **Do**  - Watch the TEDxKnoxville talk "Envisioning Community Development" by Amy Gibson  - Participate in brainstorming discussion – cultural/social program development plan Due 11/12  - Work on cultural/social program development plan  - Work on cultural/social program brochure |
|  | **Part 4: Cultural & Social Programs**   * Community program goals and objectives | **Read**  - Developing program goals and objectives  - 4 Latino community programs  **Do**  - Cultural/social program development plan Due 11/19  - Cultural/social program brochure Due 11/19 |
| **Part 4: Cultural & Social Programs**  Cultural/social program plans | **Do**  - Quiz 3 Due 12/3  - Cultural/social program discussion Due 12/3 |

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

There are no UCC assessment points/assignments in this course.

[UCC Tables for Active Courses](https://spcollegeedu-my.sharepoint.com/:x:/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A)

1. **Uniform Core Curriculum / Program Learning Objectives Assignments**

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Not mapped on UDL framework or list the numbers of the components.