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 4632-Socioloy of Education

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

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| **Course Prefix:** | EDF 4632 |
| **Section #:** | 2748 |
| **Credit Hours:** | 3 Credits |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies BS |

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| **Day, Time and Campus:** | Online | Online | Online |
| **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/2481 |
| **Office Location:** | St. Pete Gibbs | TE 105B |
| **Office Phone:** | 727-341-4296 |
| **Email Address:** | MyCourses |

**ACADEMIC DEPARTMENT: College of Education**

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

1. **COURSE DESCRIPTION**

This course provides a sociological approach to education, from several theoretical perspectives and their application to current educational issues, to the structure and processes that make education systems work. This course focuses on the role of school in society and how school relates to other systems within the macro system.

1. **MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES**
2. The student will summarize the field of sociology of education and the functions and processes of schools by:
	1. examining theoretical and open systems approaches and the role of education systems in the 21st century.
	2. explaining the basic functions of education: socialization, transmission of culture, social control and personal development; selection, training, and placement; and change and innovation.
	3. illustrating the basic processes of education: teaching discipline, socialization, learning communication skills, and decision making within a peer group.
3. The student will evaluate the process of stratification including issues of race, class, gender and inequality of educational opportunity by:
	1. comparing the functional and conflict theories of stratification.
	2. explaining the relationship between schools and social inequality, including how schools contribute to social inequality.
	3. comparing the opportunities and academic performances of minority and white students today (compared to the major findings of the 1966 Coleman Report, that was conducted ten years after the 1954 Supreme Court Brown vs. Board of Education decision) and its implications for social policy today.
4. The student will evaluate the purpose of school, the hierarchical system of authority, and its relationship to other micro systems within the macro system by:
	1. distinguishing the different stakeholders of the education enterprise.
	2. comparing the roles the stakeholders play in the bureaucratic school system.
	3. comparing the “hidden curriculum” in school from a functional and conflict perspective.
5. The student will describe the system of higher education in the United States including the community college system by:
	1. examining the historical context and development of higher education in the United States.

b. analyzing issues in higher education which include, but are not limited to, access; gender, race, and equal opportunity; funding, value of a college education, and roles of clients in higher education.

1. The student will compare the educational systems around the world by:
	1. assessing the impact that colonization had on the educational system across the world.

b. evaluating the relationship between education and culture, economic and political factors.

1. The students will explain the educational reform movements in the United States by:
	1. describing the most recent accountability movement in education in American educational system.
	2. analyzing the consequences of the accountability movement.
	3. examining how educational reforms affect cultural, structural, and curricular changes in schools.
	4. comparing the key stakeholders in current or past reform movements.
2. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
3. **Required Textbooks**

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| Textbook(s) | Required: The Sociology of Education, A Systematic Analysis, 9th Edition, Authors: Ballantine, Floyd, ISBN-13: 9780367903145 |
| **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. |

1. **Supplemental Material**

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

1. **Technology**

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

There are no school-based hours in this course.

1. **ALL Course Assignments**

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| **Introduction** | **10 points** |
| **Weekly Projects** | **5 Projects x 40 points = 200 points** |
| **Chapter Quizzes** | **2 Quizzes x 40 points = 80 points** |
| **Project Discussion Boards** | **3 Boards x 40 points = 120 points** |
| **Final Discussion**  | **50 points** |
| **Paper Chapters 3-5** | **100 points** |
| **Final Exam** | **100 points\*\*\*Anthology Portfolio submission** |
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|  **Total Points for Course** |  **660 points** |

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| ***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.

**C. Late Policy Assignment**

Assignment(s) due to Anthology Portfolio are extended to 3 days beyond the due date but students will not receive a grade higher than a C. All other assignments are due on the due date, no exceptions.

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.

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| **Topics** | **Readings**All required readings are also under the Course Content in MyCourses.  | **Assignments Due**Details for all assignments are located under the Lessons Tab in MyCourses. Assignments are due by 11:00 PM on Tuesday. | Points |
| **Week 1** **8/13** | Chapter 1: Sociology of Education: A Unique Perspective for Understanding Schools | Introduction/Attendance | 10 |
| **Week 2****8/20** | Chapter 2: Conflicting Functions and Processes in Education: What Makes the System Work?  | Chapter 1 Quiz (no quizzes accepted late) Chapter 2 Project  | 4040 |
| **Week 3****8/27** | Chapter 6: The School as an Organization | Chapter 6 Project  | 40 |
| **Week 4** **9/3** | Chapter 7: Formal School Statuses and Roles: “The Way It’s Spozed to Be” | Chapter 7 Quiz | 40 |
| **Week 5** **9/10** | Chapter 8: Students: The Core of the School | Chapter 8 Discussion Project | 40 |
| **Week 6** **9/17** | Chapter 9: The Informal System and the “Hidden Curriculum” How “Invisible” Forces Impact Educational Experiences | Chapter 9 Project | 40 |
| **Week 7** **9/24** | Chapter 10: The Educational System and the Environment: A Symbiotic Relationship | Chapter 10 Discussion | 40 |
| **Week 8****10/1** | Chapter 11: The System of Higher Education | Chapter 11 Project | 40 |
| **Week 9** **10/8** | Chapter 12: Education Systems Around the World: A Comparative View | Chapter 12 Discussion | 40 |
| **Week 10****10/15** | Chapter 13: Education Movements and Reforms | Chapter 13 Project | 40 |
| **Week 11** **10/22** | Chapter 3: Equality of Educational Opportunity: A Look at Class Differences and Inequalities  | Look ahead to next week. Begin working on paper now-Section one.  |  |
| **Week 12** **10/29** | Chapter 4: Equality of Educational Opportunity: A Look at Gender Differences and Inequalities |  Work on paper-Section Two.Ask any questions this week. Do not wait until the last minute for the paper. |  |
| **Week 13** **11/5** | Chapter 5: Equality of Educational Opportunity: A Look at Racial and Ethnic Differences and Inequalities | Paper Chapter 3-5 Due | 100 |
| **Week 14** **11/12** | Prepare for Final Exam: Course Content Review | Course Content Review Discussion Board | 50 |
| **Week 15** **11/19-12/3****Final Exam** | REVIEW required Readings and respond to essay questions. | Final Exam cannot be reopened after the end date.Submit using AP link in Week 15. | 100 |
|  |  |  Total | 660 |

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

PLO 5: Graduates will summarize the field of education and explain the basic functions of education: socialization, transmission of culture, social control and personal development; selection, training, and placement, teaching discipline, socialization, learning communication skills, problem solving, and decision making.

Assignment: Final Exam

[UCC Tables for Active Courses](https://spcollegeedu-my.sharepoint.com/%3Ax%3A/g/personal/caruana_victoria_spcollege_edu/EUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A)

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.