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.*

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| **Course Prefix:** | EDF 4084 |
| **Section #:** | 3946 |
| **Credit Hours:** | 3 |
| **Co-requisites:** | None |
| **Pre-requisites:** | None |

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| **Day, Time and Campus:** | 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:** | Meg Delgato |
| **Office Hours:** | Check my faculty page for office hours and other important information:<https://web.spcollege.edu/instructors/id/Delgato.Meg> Office: M: 6:00p-7:30p; T:11:30a – 2:30p; W:11:30a – 1:00p; Th: 12:00p-4:00p Virtual: T: 7:00p-8:00p; Th:10:00a-12:00p and 4:00p – 6:00p |
| **Office Location:** | St. Pete Gibbs | TE 105-C |
| **Office Phone:** | 727-341-4422 office 727-543-5629 cell - Text is an easy way to reach me. |
| **Email Address:** | Delgato.Meg@spcollege.edu |

**ACADEMIC DEPARTMENT: College of Education**

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| **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.

developing educational goals, objectives, and assessments that celebrate diversity.

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required: None |
| Recommended: N/A  |
| **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. There are no AP assignments for this course. |

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

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. **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**

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| **Course Assignments** | **Points** |
| 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 groups presentation | 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  | 30 |
| Quiz 3 | 20 |
| Cultural/social program discussion | 20 |
| **TOTAL** | **750** |

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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.* |

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| ***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**
	* Assignments may be submitted up to one week after the due date for a letter grade deduction.
	* Assignments submitted more than one week after the due date will earn a zero in the grade book.
	* Discussions and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion or quiz.
2. **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:**

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| **Points** | **Percentage** | **Letter Grade** |
| 675-750 | 90-100% | A |
| 614-664 | 83-89% | B |
| 555-613 | 75-82% | C |
| 503-554 | 68-74% | D |
| <503 | < 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.

| **Readings** – Complete before the week begins for that week after Week 1.**Assignments** – Details for all assignments are located under the Content tab in MyCourses. All assignments are due on MONDAY by 11:59PM. **Discussion** **Boards** – Discussion boards are opened on MONDAY at 12:01AM on the week they are assigned, and they close on the following MONDAY at 11:59PM. To earn full credit, a post in response to the discussion questions and two replies to classmates are required. You are encouraged to visit the discussion board several times during the week to simulate a live discussion.**Quizzes** – Quizzes are opened on MONDAY at 12:01AM on the week they are assigned, and they close on the following MONDAY at 11:59PM. |
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| **Week/Date/Modality** | **Topics** | **Readings/Assignments** |

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| Week 1(1/17-1/22) | **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**- Introductions discussion – closes 1/23 (optional)- Culture & Society discussion – closes 1/23 |

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| Week 2(1/23-1/29) | **Part 1: Exploring Your Cultural & Social Experiences*** Culture
 | **Read**- Overview of culture- Culture (Diaz-Rico)**Do**- Culture discussion – closes 1/30 |
| Week 3(1/30-2/5) | **Part 1: Exploring Your Cultural & Social Experiences*** Cultural identity
 | **Read**- 10 Models of Our Self (Synnott)**Do**- Cultural reflection collage – due 2/6 |
| Week 4(2/6-2/12) | **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 – closes 2/13- Work on cultural interviews |
| Week 5(2/13-2/19) | **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 – closes 2/20- Work on cultural interviews |
| Week 6(2/20-2/26) | **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 – closes 2/27- Cultural interviews – due 2/27 |
| Week 7(2/27-3/5) | **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 3/6- Work on Immigrant groups presentation  |
| Week 8(3/6-3/12) | **Part 2: Cultural & Social Experiences of Others*** Immigration and education in the US
 | **Read**- Culture, instruction, and assessment (Sternberg)**Do**- Immigrant groups presentation – due 3/20 |
| **SPRING BREAK – COLLEGE CLOSED (3/12 - 3/18)** |

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| Week 9(3/20-3/26) | **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 3/27 |
| Week 10(3/27-4/2) | **Part 3: Privilege, diversity, & multicultural education*** Diversity
* Diversity in education
 | **Read**- How diversity makes us smarter (Phillips)- Diversity in education articles**Do**- Diversity discussion – closes 4/3- Quiz 2 – closes 4/3- Identify a local community center for upcoming assignment |
| Week 11(4/3-4/9) | **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 – closes 4/10- Work on evaluation of a local community center assignment |
| Week 12(4/10-4/16) | **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 4/17 |
| Week 13(4/17-4/23) | **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 – closes 4/24- Work on cultural/social program development plan- Work on cultural/social program brochure |

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| Week 14(4/24-4/30) | **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 5/1- Cultural/social program brochure – due 5/1 |
| Week 15(5/1-5/7) | **Part 4: Cultural & Social Programs*** Cultural/social program plans
 | **Do**- Quiz 3 – closes 5/8- Cultural/social program discussion – closes 5/8 |

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

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

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) principles and guidelines: Not mapped on the UDL framework.