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 **Sociology 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 #:** | 3108 |
| **Credit Hours:** | 3 credits  |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to Educational Studies  |

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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**

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. 47 contact hours.

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 the United States, the No Child Left Behind (NCLB) Act of 2001.
	2. defining what is meant by “highly qualified” teacher pursuant to NCLB.
	3. predicting changes to the accountability education movement for the future.
2. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
3. **Required Textbooks**

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| Textbook(s) | Required: The Sociology of Education, A Systematic Analysis, 8th Edition, Authors: Ballantine, Floyd, ISBN-13: 978-1138237360 |
| Recommended:  |
| **Anthology Portfolio** | Anthology Portfolio (formerly Chalk & Wire) is a requirement for all COE students enrolled in a bachelor’s degree program and for all EPI students. AP is required for this course. |

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

1. **Supplemental Material**

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| Resources: N/A |
| Materials: N/A |
| 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. Additionally, students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.The instructor of this course frequently uses interactive white boards, digital presentations, and web-based resources to disseminate information and to engage students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

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.

**There are no school based hours in this course.**

1. **ALL Course Assignments**

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| **Chapter 1 Response** | **1 Response X 40 points = 40 points** |
| **Weekly Projects (Chapters 2, 6, 9, 11, 13)** | **5 Projects x 40 points = 200 points** |
| **Chapter 7 Quiz** | **1 Quiz x 40 points = 40 points** |
| **Project Discussion Boards (Chapters 8, 10, 12)** | **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** |  **650 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.**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 (Formerly Chalk & Wire) all FEAP, ESOL, 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**

**Flexed due dates:** Dropbox assignments have flexed due dates to allow you to submit work in a date range with no late penalty. Dropbox assignments are due by Tuesday, 11:59 pm (unless otherwise noted), and you have until Thursday, 11:59 pm to submit with no late penalty.

I encourage you to stick to the Tuesday deadline to keep you on track in this course. Take advantage of the flex due date when something unexpected comes up.

**Late work:** Dropbox work may be submitted up to Sunday, 11:59 pm. Dropbox work submitted after 11:59 pm on Thursday and before 11:59 pm on Sunday will be considered late work with up to a 20% reduction in points for the grade earned.

**What this means for you for dropbox assignments:** In the course, you will find a due date of Tuesday and an end date of Sunday. Flexed due dates mean you have a date range (Tuesday – Thursday) to submit with no penalty for late work.

**The end date on the dropbox reflects a Sunday late-submission due date. If you submit after 11:59 pm Thursday but by Sunday, at 11:59 pm, your assignment will be reduced by up to 20%.**

Assignments not submitted by the Sunday late-work date will earn a zero in the grade book.

There will be an opportunity at the end of the course for a make-up/bonus points assignment. The make-up assignment may be used for missed work and/or as bonus points to help your average.

**IMPORTANT:** There is no flexed or late-date submission for the Final Exam.

**NOTE regarding discussion posts and quizzes:** Discussion posts and quizzes are only open during the times designated in the course syllabus; therefore, you cannot make up a missed discussion post or quiz. For posts, the initial posts are due Sundays. Replies are due by Tuesday.

Late initial posts (posts after Sunday, 11:59 pm) will be reduced by 10%. Due date in the calendar/course reflects the due date for the initial post; the end date is the due date for the replies. The start date is the date the post is accessible. Discussion posts are accessible at Saturday, 11:59 pm the week before the module opens.

You can view the prompt before the post opens; you cannot post or reply until the post opens.

1. **GRADING**

Course assignment details can be found in MyCourses by clicking on the Course Content tab.

Incomplete assignments will NOT be graded. Instead, I will issue a grade of **0.1** to let you know the assignment is incomplete. **You may resubmit if the drop box is open. Your work may be subject to the late policy.**

**NOTE**: The consistent error I see here is a student uploading a blank document or template. Please check your work to ensure you have uploaded a completed assignment. **Always check the feedback box.**

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 assignment directions. This is in addition to the penalty for late work.

Attendance is required for COE courses. Attendance in an online class means submission of work to a dropbox and/or posting each week. Emails and/or logging into the course will not count for attendance.

Final grades in the course will be rounded up when the final grade meets the criteria for rounding. The final grade would have to be 89.5 to be eligible to round to a 90 (A-grade) or 82.5 to be eligible to round to 83 (B-grade) or 74.5 to be eligible to round to a 75 (C-grade).

Important to know about the grade book: The grade book system does not round automatically. I will add bonus points to push your average to round up, and I will make a note in the grade book so that you know your final grade has been rounded up.

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| **3000 & 4000 Level COE Courses****Grade Scale** |
| 90% – 100% | **A** |
| 83% – 89% | **B** |
| 75% – 82% | **C** |
| 68% – 74% | **D** (Repeat course) |
| 67% or less | **F** (Repeat course) |

 **Turn-around time for submitted work:**

Since the official due date for work is Tuesday, my grading day is Wednesday. I will get work back to you by Wednesday evening for work that was due the day before on Tuesday. If you submit early, I will do my best to grade early.

If you submit within the flex date range (meaning after Tuesday) or submit late, I will do my best to grade the work when received. Please note that if you take advantage of the flex date, you may delay the return of your work until the following Wednesday when I am scheduled to grade work.

*You will not be eligible to earn credit for the course unless you submit the exam to AP, earn a score of 75% or higher on the exam (and have a 75% or higher average in the course), and earn a score of 2 or higher on each criterion of the rubric.*

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**

**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. Assignments are due by Tuesday, 11:59 pm, unless otherwise posted.

**Discussion** **Boards** –There are **two** due dates for discussion boards. To receive full credit, initial postings must be posted by SUNDAY, and at least two replies to your classmates must be posted by TUESDAY at 11:59 pm.

 Discussions close on the end date and are not accepted late.

**Quizzes** are due on Tuesdays. Quizzes will close on the due date and are not accepted late.

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| **Topics** | **Readings**(All required readings are also under the Course Content in MyCourses. Readings are to be completed before the class meeting for the week after Week 1.) | **Assignments Due**Assignments are due by 11:30 PM on Sunday unless otherwise noted. |
| ***Week 1*** ***Jan 17*** | Chapter 1: Sociology of Education: A Unique Perspective for Understanding Schools | **Introduction Discussion for attendance week 1: Intro post due Sunday, January 22**\*\*\*\*\*\*\*Chapter 1 Response **Due Tuesday, January 24** |
| ***Week 2*** ***Jan 23*** | Chapter 2: Conflicting Functions and Processes in Education: What Makes the System Work?  | Chapter 2 Project **Due Tuesday, January 31** |
| ***Week 3******Jan 30***  | Chapter 6: The School as an Organization | Chapter 6 Project **Due Tuesday, February 7** |
| ***Week 4*** ***Feb 6*** | Chapter 7: Formal School Statuses and Roles: “The Way It’s Spozed to Be” | Chapter 7 Quiz: Completed Essay Quiz **Due Tuesday, February 14** |
| ***Week 5*** ***Feb 13*** | Chapter 8: Students: The Core of the School | Chapter 8 Discussion Project (one act play) **Initial Post due Sunday, February 19;****Replies due Tuesday, February 21** |
| ***Week 6*** ***Feb 20*** | Chapter 9: The Informal System and the “Hidden Curriculum” How “Invisible” Forces Impact Educational Experiences | Chapter 9 Project**Due Tuesday, February 28** |
| ***Week 7*** ***Feb 27*** | Chapter 10: The Educational System and the Environment: A Symbiotic Relationship | Chapter 10 Discussion **Initial Post due Sunday, March 5;****Replies due Tuesday, March 7** |
| ***Week 8******Mar 6*** | Chapter 11: The System of Higher Education | Chapter 11 Project**Due Tuesday, March 21\***\*Note the due date after spring break |
| ***SPRING BREAK***  | March 12-18 |  |
| ***Week 9******Mar 20*** | Chapter 12: Education Systems Around the World: A Comparative View | Chapter 12 Discussion**Initial Post due Sunday, March 26;****Replies due Tuesday, March 28** |
| ***Week 10******Mar 27*** | Chapter 13: Education Movements and Reforms | Chapter 13 Project **Due Tuesday, April 4** |
| ***Week 11*** ***Apr 3*** | Chapter 3: Equality of Educational Opportunity: A Look at Class Differences and Inequalities | Paper Chapters 3-5 is the focus for the next three weeks.Look ahead to next week. Begin working on Section One this week. |
| ***Week 12******Apr 10*** | 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******Apr 17***  | Chapter 5: Equality of Educational Opportunity: A Look at Racial and Ethnic Differences and Inequalities | Finalize Paper **Due, Tuesday, April 25** |
| ***Week 14******Apr 24***  | Prepare for Final Exam: Course Content Review | Course Content Review Discussion Board **Initial Post due Sunday, April 30;****Replies due Tuesday, May 2** |
| ***Week 15*** ***May 1*** | Final exam essay  | Final Exam essay writing Opens Friday, May 5 at 6:00 am and closes Sunday, May 7, at 11:59 pm.Exam is submitted to APMake sure your AP subscription is up-to-date |

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**

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 the UDL Framework.