

ED 216 - Purpose, Structure, and Function of Education in a Democracy

CRN Section 30608 meets on Mondays & Wednesdays from 8:30 - 9:50 in IA 231.

“Always wear bifocal glasses. I mean, look through the bottom half at your own kids and your own colleagues and the culture of your school. but don't only do that, look up and see how those kids in that school fit into the larger scheme of things.....many of us good folk, trudge on because we're always looking down through the bottom part of the glasses at the kids we have gathered around us. Those that do look up, while at the same time doing well by their own kids are the ones who are really going to make a difference.”

Ted Sizer, *The Active Learner*,
August 1996

INSTRUCTOR: Christy Stevens
OFFICE HOURS: Vary week-to-week. Schedule through instructor website.
OFFICE: Advising Center/Takena Hall
CONTACT INFORMATION: (w) 541.917.4918 (h) 541.753.4353
E-MAIL: stevenc@linnbenton.edu

To schedule an appointment you can access my calendar and sign up for the appointment from my instructor website.

INSTRUCTOR WEBSITE

Go to www.linnbenton.edu. Click QuickLinks, click Instructor Website, click Stevens or click [HERE](#).

COURSE DESCRIPTION

Examines the system of education in a democratic society - past, present and future. Historical, social, philosophical, political, legal and economic foundations of education in Oregon, the USA, and other countries provide a framework for analyzing contemporary educational issues in schools, communities, and workplaces. (Matches OSU 2017 -2018 catalog).

DIFFERENCE, POWER, AND DISCRIMINATION COURSE (DPD)

ED 216: Purpose, Structure, & Function of Education in a Democracy fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core (at Oregon State University). The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The

unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operation of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of the DPD course material will enhance meaningful democratic participation in our diverse community and our increasingly multicultural U.S. society.

COURSE LEARNING OUTCOMES

1. Analyze current issues in education through historical, sociological, political and philosophical lenses.
2. Identify the major philosophical orientations in education and relate them to contemporary issues and trends.
3. Identify the laws that impact education in schools, communities, and workplaces.

DIFFERENCE, POWER AND DISCRIMINATION OUTCOMES

1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in the United States.

CLASS ESSENTIAL QUESTION:

What is the purpose, structure, and function of education in an American democracy?

COURSE TOPICS:

- Access and equity issues in education in the United States
- The multicultural history of education in the United States
- Equity and school funding in the United States
- The business model of public education in the United States
- Accountability in the United States
- Schools, politics, and social change in the United States
- School reform in the United States
- School choice in the United States
- School law in the United States
- Philosophy and education in the United States
- Reflective practice as liberatory pedagogy

- Global issues and education
- International comparisons of students/systems

THE ACTIVE LEARNING CLASSROOM

This class is taught in LBCC's Active Learning Classroom. This deliberate choice of class learning environment deepens the learning of DPD outcomes as it stimulates the connections between theory and practice. Students deconstruct their own learning experiences in a class that employs critical thinking activities such as paired discussions, interactive book groups, daily exit questions, multiple view-point analysis and analysis of current events.

REQUIRED TEXT

Teachers, Schools, and Society: A Brief Introduction to Education (3rd or 4th edition) by David Miller Sadker & Karen R. Zittleman.

NOTE: Copies of the 4th edition of the text are on reserve in the library. Students can check them out for two-hours or three days.

DVDs SHOWN IN CLASS

School: The Story of American Public Education Series. A Struggle for Educational Equality 1950 - 1980. (2000). Stone Lantern Films. Shown in Class.

School: The Story of American Public Education Series. The Bottom Line in Education: 1980 to the Present. (2000). Stone Lantern Films. Shown in Class.

ASSIGNMENTS AND LATE ASSIGNMENTS (This includes quizzes)

- All assignments, with the exception of notecards, should be turned in through **Turnitin**.
- When you turn in assignments, I commit to grading them in a timely fashion and providing helpful feedback. It is to your benefit to that all assignments be turned in on time. That being said, you may turn in late assignments. I will not apply the same time or feedback standards to late assignments and I will grade late assignments in the order that I receive them.
- **Assignments and quizzes due during weeks 1-4 may be turned in through the end of week 5. (Notecards excluded). I will not accept assignments after the end of week 5. Assignments and quizzes due weeks 5-9 may be turned in through the end of week 9. (Notecards excluded). Because the Thanksgiving Holiday falls in Week 9, Wednesday, 22nd is the end of week nine regarding this policy. No late assignments will be accepted after November 22nd.**

- **Quizzes are taken in class.**

Note: Book Group and class participation points cannot be made up.

QUIZ AND NOTE CARD POLICY

1. In place of a study guide, students are encouraged to create a handwritten note card that can be used on their tests.
2. On the dates noted on the Schedule of Assignments you may turn in one 5X8 note card. The note card corresponds to the chapter content we are covering in class.
3. The notecards are not graded nor assigned any point value.
4. The instructor keeps the note cards until the day of the quiz. At this time she will return them to you and you can use them on your test.
5. If a student is absent, it is the student’s job to get his or her notecard to the instructor (e-mail attachment works well).
6. If you forget to bring your notecard to class on the due date, you can leave it in my box in LM 101 on the due date before 5:00pm.

*****Note cards are due on the day listed on the schedule and cannot be turned in late.**

COURSE REQUIREMENTS AND EVALUATION

Profile Form	10 points
Quiz 1	25 points
Quiz 2	25 points
Book Synopsis	50 points
Book Group Class Participation (2 @ 40 points each)	80 points
Probe 1 - Educational Change/Viewpoint 1	25 points
Probe 2 - Educational Change/Viewpoint 2	25 points
Probe 3 - Educational Visionary	25 points
Probe 4 - Purpose/Structure/Function of Education	45 points
Participation Points/Exit Questions (17 @ 5 points each)	80 points
Final - Two Questions for the Instructor	<u>10 points</u>
Total Points	400 Points

GRADING

- 360 -400 points = A grade
- 318 - 359 points = B grade
- 278 - 317 points = C grade
- 238 - 276 points = D grade

~~359 points and below = F~~

P/NP option or withdrawal: Notify Registration Office (located in Takena Hall) by 7th week of class.

VETERANS

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

CAMPUS RESOURCES

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply or call 541-917-4789.

You learned about many resources provided by LBCC in your Destination Graduation class - use them.

Note: The instructor reserves the right to make changes to the course syllabus and schedule.

ASSIGNMENTS/ED 216/CLASS MEETS EVERY MONDAY & WEDNESDAY

*** Class meets, no assignment due this day

Week	Days	Assignment Due	Topics
1	Mon. 1/8	***	Introduction/Syllabus Overview/
	Wed. 1/10	Profile Form (submitted in Turnitin) Book Sign-up	Current Events - Article Provided by Instructor
2	Mon. 1/15	Holiday - No School	
	Wed. 1/17	Chapter 5 Reading & Note Card, submitted in class.	The Multicultural History of American Education
3	Mon. 1/22	***	
	Wed. 1/24	Chapter 8 Reading & Note Card, submitted in class. Probe 1	School Law & Ethics
4	Mon. 1/29	***	School Law & Ethics
	Wed. 1/31	Quiz- Chapters 5 & 8 (Multiple Choice and this will be taken in class)	Instructor's Choice - TBA
5	Mon. 2/5	Chapter 6 Reading & Note Card, submitted in class.	Philosophy of Education
	Wed. 2/7	*** Probe 2	
6	Mon. 2/12	Book Discussion Groups	Who Has Vision in Education?
	Wed. 14	Book Discussion Groups Book Synopsis Paper Due, submitted in Turnitin	

7	Mon. 2/19	Holiday - No School	
	Wed. 21	Chapter 9 Reading & Note Card, submitted in class Inventory p. 253 (short & quick) Probe 3	Purposes of America's Schools and the Reform Movement
8	Mon. 2/26	***	Purposes of America's Schools and the Reform Movement
	Wed. 2/28	***	
9	Mon. 3/5	***	Purposes of America's Schools and the Reform Movement
	Wed. 3/7	Chapter 7 Reading & Note Card	Financing & Governing America's Schools
10	Mon. 3/12	Probe 4	Financing & Governing America's Schools
	Wed. 3/14	Quiz - Chapters 6, 7, & 9(Taken in class - Multiple Choice Questions only)	Instructor's Choice TBA
Exam Week	Wed. 3/21@ 8:00 am in IA 231	Bring two typed question you want to ask the instructor. Must be in class to earn points.	Ask the Instructor