

ED 216 - Purpose, Structure, & Function of Education in a Democracy
CRN Section 21815 meets on Mondays & Wednesdays from 8:30 - 9:50 in IA 231.

“I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education that connects the will to know with the will to become.”

bell hooks

Teaching to Transgress

INSTRUCTOR: Christy Stevens
OFFICE HOURS: Vary week-to-week. Please call 541-917-4780 to schedule or access my appointment calendar from my instructor website.
OFFICE: Advising Center/Takena Hall
CONTACT INFORMATION: (w) 541.917.4780 (h) 541.753.4353
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INSTRUCTOR WEBSITE

Click [here](#) or go to www.linnbenton.edu; click QuickLinks; click Instructor Website; click Christy Stevens. The class syllabus and all assignments are posted.

COURSE DESCRIPTION

Introduction to the historical, social, philosophical, political, legal and economic foundations of education in Oregon, the United States, and other countries in order to provide a framework from which to analyze contemporary educational and environmental issues in various schools, communities, and workplaces. (Matches OSU 2019 - 2020 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 (DPD)

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. (Matches OSU requirements as of August 2019).

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
- 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 which employs critical thinking activities such as paired

discussions, interactive book groups, daily exit questions, multiple viewpoint analysis and analysis of current events.

CLASS MATERIALS AND INSTRUCTOR WEBSITE

While print copies are provided in class, the syllabus and all assignments for this class have been saved to my [instructor website](#).

SUBMITTING ASSIGNMENTS & CHECKING YOUR GRADES

Students will submit assignments and check their grades in [Turnitin](#). Turnitin is an anti-plagiarism software. Please see sign-in information provided by instructor in class on the first day of class.

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.

COURSE REQUIREMENTS AND EVALUATION

In ED 216 the student's final grade is determined by how many assignments the student completes and how well the assignments are completed. Students will determine whether they want to earn a grade of (A), (B) or (C). The student and instructor will then sign an agreement clarifying this. *Please note that identifying the grade you want to earn does not guarantee that you will earn that grade.* The quality of assignments submitted impacts your grade. Not submitting an assignment will impact your grade.

Note: Students may change their contract once during the term and this must be done before the sixth week of the term. The following options are available to students:

C Grade (a minimum of 350 points needed)

- Student Profile Form - 25 points
- Exit Questions - 85 points (17 assignments X 5 points each)
- Chapter Top 10 - 100 points (4 assignments X 25 points each)
- Essential Question Assignment: What is the Purpose, Structure and Function of Education in a Democracy? - 139 points
- Philosophy Statement - 50 points

B Grade (a minimum of 400 points needed)

- Student Profile Form - 25 points
- Exit Questions 85 points (17 assignments X 5 points each)
- Chapter Top 10 - 100 points (4 assignments X 25 points each)

- Essential Question Assignment: What is the Purpose, Structure and Function of Education in a Democracy? - 139 points
- Philosophy Statement - 50 points
- **Informational Interview - 50 points**

A Grade (a minimum of 450 points needed)

- Student Profile Form - 25 points
- Exit Questions 85 points (17 assignments X 5 points each)
- Chapter Top 10 - 100 points (4 assignments X 25 points each)
- Essential Question Assignment: What is the Purpose, Structure and Function of Education in a Democracy? - 139 points
- Philosophy Statement - 50 points
- Informational Interview -50 points
- **Independent Reading Book Synopsis Paper - 25**
- **Book Group Participation - 25 points total (attendance on 11/18/19 & 11/20/19 required)**
- **NOTE: TO EARN POINTS FOR THE INDEPENDENT READING/ BOOK GROUP ASSIGNMENTS, STUDENTS MUST COMPLETE THE SYNOPSIS AND PARTICIPATE IN BOTH DAYS OF THE BOOK GROUP SESSIONS.**

GRADING

450 - 500 points = A grade

400 - 449 points = B grade

350- 399 points = C grade

300 - 349 points = D grade

299 and below = F grade

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

ASSIGNMENTS AND LATE ASSIGNMENTS

All assignments, with the exception of Exit Questions, should be turned in through **Turnitin**. When you submit 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 due during weeks 1-4 may be turned in through the end of week 5. I will not accept late assignments after the end of week 5. Assignments due weeks 5-9 may be turned in through the end of week 9.**

Assignments due week 10 of the term must be submitted on time. This is a hard deadline.

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 you 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.

LBCC Roadrunner Resources - Housing and Food

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Roadrunner Resources Office (T-112): Amanda Stanley, stanlea@linnbenton.edu, 541-917-4877. The navigator can connect students to resources. Furthermore, please talk with your instructor if you are comfortable doing so.

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. 9/30	Exit Question (in-class)	Introduction/Syllabus Overview
	Wed. 10/2	Profile Form (submitted in Turnitin) Book Sign-up (in class) Exit Question (in-class)	Paired Discussions (article provided by instructor)
2	Mon. 10/7	Chapter 5 Reading & Top Ten Assignment (practice-not graded) Exit Question (in class) Grade Agreement (in class) Exit Question (in class)	The Multicultural History of American Education
2	Wed. 10/9		The Multicultural History of American Education
3	Mon. 10/14	Exit Question (in class)	The Multicultural History of American Education
	Wed. 10/16	Chapter 8 Reading & Top Ten Assignment Exit Question (in class)	School Law & Ethics
4	Mon. 10/21	Exit Question (in class)	School Law & Ethics
	Wed. 10/23	Exit Question (in class)	School Law & Ethics & How to Become an Oregon Teacher
5	Mon. 10/28	Chapter 9 Reading Top Ten Assignment Inventory p. 253 - Exit Question (in class)	Purposes of America's Schools and the Reform Movement
	Wed. 10/30	Exit Question (in class)	LBCC President Greg Hamann to visit class
6	Mon. 11/4	Exit Question (in class)	Purposes of America's Schools and the Reform Movement

	Wed. 11/6	Chapter 6 Reading Exit Question (in class)	Philosophy of Education
7	Mon. 11/11 Wed. 11/13	Holiday - LBCC Closed Chapter 6 Reading Exit Question (in class) Written Assignment: Informational Interview	Philosophy of Education
8	Mon. 11/18 Wed. 11/20	Independent Reading Book Groups Independent Reading Book Groups & Book Synopsis Paper	What is the message for educators? ***
9	Mon. 11/25 Wed. 11/27	Chapter 7 Reading & Top Ten Assignment Exit Question (in class) Exit Question (in class) Written Assignment: Philosophy of Education	Financing & Governing America's Schools Financing & Governing America's Schools
10	Mon. 12/2 Wed. 12/4	Exit Question (in class) Written Assignment - What is the Purpose/Structure/ Function of Education in a Democracy Exit Question (in-class)	Financing & Governing America's Schools Ask the Instructor Any Question
Exam Week	Wed.. 12/11 @ 8:00 - 9:50	Instructor/Student conferences - Student Grades and reflective conversation	