## School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Tuesday</th>
<th>Instructor</th>
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<tr>
<td>Semester</td>
<td>Fall A 2016</td>
<td>Name</td>
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<tr>
<td>Number</td>
<td>EDUC 5303</td>
<td>850-496-8658 (cell)</td>
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<tr>
<td>Title</td>
<td>Cultural Foundations</td>
<td>Email <a href="mailto:haroj@sthom.edu">haroj@sthom.edu</a></td>
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<tr>
<td>Section</td>
<td>KL63</td>
<td>Time of Class 5:00pm – 8:00pm</td>
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<tr>
<td>Location</td>
<td>Klein Multipurpose Center 7500 FM2920 Spring, Texas 77379 Room: TBD</td>
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### Prerequisites
None

### Textbook(s) Required

### Textbook(s) Recommended

### Course Description
This course will examine the social and cultural foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education.

### State/National/Professional Association Standards Guiding Course
Teacher Education Accreditation Council (TEAC):
Knowledge of other cultural perspectives, practices, and traditions is a quality principle for educational programs.

### Course Objectives/Learner Outcomes
The following essential questions align with the TEAC quality principle, guide the content and instruction, and serve as learning outcomes:

1) Identify people, organizations and trends in the history of American education;

2) Recognize the historical, continuing nature of major issues in education such as "Who should be educated and why?" and "What should be taught?"

3) Evaluate and cite specific examples of how the belief of society both shape the goals and structure of educational institutions;

4) Analyze current propositions for change and betterment of schools

5) Develop organizational and presentational skills in order to communicate recommended actions to an appropriate body of decision makers.
SOCIAL JUSTICE TENANTS

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights, which should be recognized and upheld, in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

**Attendance, Readings, Engagement, and Professionalism**

Students are expected to attend all seven classes. Excessive absence (ONE) and lateness, especially if unexplained, will result in administrative withdrawal. Please make every effort to notify the instructor of any impending absence.

Absence, which means students did not participate in class, will result in the renegotiation of this contract. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class.

**Use of UST Email Accounts**

All email correspondence will be through the University of St. Thomas (UST) email system. Please check your email through UST account daily for correspondence and announcements.

**Assignments and Expectations**

Assignments must be written in APA style, using Word, double-spaced, Times New Roman, 12-point, 1” margins, etc. and submitted as an attached document. A Title Page is required for all assignments. A sample of a Title Page can be found in “Course Information”. Students will submit electronic hard copies of written assignments before or on the day they are due according to the schedule. The assignments are required to have been accepted as master’s level work in order to receive at least a B in this course.

**Major Assignments**

1. **Inquiry Based Paper – 15% of final grade**

   A minimum of two full pages is required. Your paper should include one educational organization from the list provided in “Course Information”. A Title page is required. Make sure to use APA style writing.

   For the organization selected and investigated, include all of the following in your paper:
   1. Tell when it was founded.
   2. Its major goals.
   3. Major services offered.
   4. Educational services offered to educators or members.
   5. Costs to educators to join and how much information and access is free online or available.
   6. State whether or not you think this organization is relevant and useful to today’s educators.
2. **Capstone Project: 50% of final grade**

Your Capstone Project will include the following components:

- Title Page 1 page
- Ten (10) indicators that will be your main headings Minimum 8 full written pages
- Reflection Section Minimum 1/2 page
- Recommendation Section Minimum 1/2 page
- Reference page

You will select a country from the best rankings (2015) in Education Systems in the World (Finland, South Korea, Japan, Singapore, Hong Kong, United Kingdom, Canada, Netherlands, Taiwan, Canada, Estonia, Japan, South Korea, Vietnam, China, Poland, Sweden, Israel, Russia, Mexico, Brazil, Ireland, Denmark, Australia, New Zealand, Belgium, Czech Republic, Switzerland). From the country you select, you will compare/contrast any 10 of the 12 following indicators to that of the United States:

1. **Political Goals of Schooling** - Every educational system is plagued with politics and controversies as each party wants to influence the curriculum to fit their beliefs and ideology. Educational systems are not apolitical but very political. What are some examples of politics in school? Whose values are being taught? How patriotic should an educational system be? How is history taught? Should educational systems be patriotic or cognizant of other world powers? How do these values intertwine to avoid international conflict/resolution? What political values are being interwoven in the educational systems? These are some ways educational systems can be political but each has their own manner of governing.

2. **Social Goals of Schooling** - How does poverty, wealth, gender, racial discrimination, crime, drugs, bullying, geographic, gangs, sex education, etc. address school issues that mirror society? How do educational systems act as agents of schools when what is happening in society is reflective in most schools. What do educational systems do to solve the social ills students face daily? How do educational systems aid in these instances?

3. **Equality of Opportunity in Education** - Can schools provide equality of opportunity for all students through education even when schools are so segregated and poorly funded? Can we achieve equality through ability grouping? Tracking? Skills testing? Low teacher expectations? School finance? Poor outreach in the community? What do some educational systems do to address this issue? Educational systems should try to improve society instead of making businesses profitable.

4. **Economic Goals of Schooling in a Global Economy** - Are students viewed nothing more than human capital for businesses? Why are businesses so interested in how schools teach? Should businesses have a big say in how educational systems manage their schools?

5. **Student Diversity/Multicultural Education** - Should educational systems respect and appreciate all students or just the status quo? How do educational systems foster an appreciation for all students? Should educational systems be in the business of eradicating the native language of students? If so, for what purpose? Should educational systems be assimilating students or fostering an appreciation for who students are instead? On a Global scale, how will educational systems prepare students to work collaboratively with one another? How do some educational systems address the diversity and different cultures in their environment?

6. **Bilingual and Multilingual Education** - How does bilingual and multilingual have an effect on a Global scale? Why should educational systems encourage the learning of two or more languages? How will educational systems make students more marketable in an ever-shrinking world? How does international business come into play here? Why should all students move to a more bilingual and multilingual approach instead of the old way of thinking that being monolingual is better and more marketable? How are educational systems addressing these issues?
7. **Choice, Charter Schools, Private Schools, Parochial Schools and Home Schooling** - Who decides what is the best education for all students? Should parents have choice in what schools their children attend? How do some of these non-public school entities compete with public education? Should they have the same rights as public schools? Who monitors their curriculum when they are not under any regulations? What about accountability? How do other educational systems address these issues?

8. **State and National Curriculum Influence on Education** - Every political figure wants to influence the curriculum. Why should state and federal politicians not mingle with educational systems that are best run by educators themselves? Why do so many regulations impede teaching/learning? Should there be nationalize testing? Should state and federal politicians determine the content of teaching/learning? Methods of instruction? Testing? How do other educational systems address this?

9. **How Teachers are viewed (or not) as professionals** - Why are teachers not seen as professionals? Should teachers have their own union to protect themselves from politicians? What should be the qualifications for one to teach? Should teachers be able to strike in a state like Texas where it is not allowed? Why are so many rights of teachers being taken away? Why should a principal tell a teacher how to do their job when teachers are professionals? How do educational systems handle these same issues?

10. **Globalization of Education and its Goals** - Are we preparing students today to compete in tomorrow’s world? How are we failing students? What should educational systems do to ensure all students are ready to compete in the real world once they graduate from high school. How are educational systems addressing this?

11. **Technology and 21st Century Skills** - What skills are needed for students to be competitive worldwide? Are we providing these tools for students? How far behind are we compared to other nations? Will our students possess the skills not only to make a living but also to compete nationally and globally?

12. **Academic Achievement** - How well are we doing when compared to other countries? Is our educational system competitive? Great? Or is falling behind? How do we ensure students have strong content and succeed academically? What do other educational systems do that we can emulate?

Each indicator will be considered your Main Heading, following APA format. You may have subheadings under each main heading if you desire but it is not required.

Once you write on the comparison/contrast country selected with that of the United States, you will write a minimum of ½ page Reflection on what you found and what was of most interest to you (provide examples).

After this section, you will be creative and use your expertise and offer Recommendations for Future Use that will make our United States system better in terms of serving all students and how we could be within others in World standings. Be clear on your recommendations/suggestions. Write a minimum of 1/2 page.

Finally, you will have a Reference page where you cite all the works you used to write your paper.

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**3. Writing Prompts – 35% of Final Grade**

In this assignment you will write about the Joel Spring readings. There are 10 writing prompts. Answer all of the questions in the prompt in essay format. **Your response must be a minimum of 250 words for each assignment.** The responses should be written in APA style (exception, single space). Click on “Write Submission” and copy and paste your response in the area just below the words “Write Submission”. Please do not attach your response. No Title Page or Reference page is required.
Grading

1. Inquiry Based Paper 15%
2. Capstone Project (major paper) 50%
3. Writing Prompts (10) 35%

TOTAL 100%

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<td>4.0</td>
<td>93-100%</td>
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<td>A-</td>
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Criteria for Grading Written Work

- Address the topic and answer the questions and/or prompts and provide thoughtful and insightful comments.
- Writing skills are at a graduate school level.
- Use grammar, spelling, sentence structure, and punctuation, etc. correctly.
- Follow directions.
- Present material in a clear and logical manner.
- Give evidence of ability to synthesize information from various sources to support the topic.
- Makes pertinent references to texts and other readings.
- Show ability to apply theory to practical situations.
- The assignments are submitted on time. Late work usually results in grade reduction.

**APA writing guidelines must be followed for all written papers. Some examples of APA guidelines are below:**

- Times New Roman
- Font 12
- Margins - 1” top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the “points” are set to “0”. In a Mac, go to Format, then to Paragraph and make sure the “points” are set to “0”.
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.

**Other requirements**
- Do not repeat questions in your paper.
- Use a Title Page with all assignments.
- All papers are essay format.

**Point Deductions:**

**Late Assignments:**
- Anything submitted after due date and 11:59 p.m. to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

**Grammar errors (spelling, punctuation, sentence structure, spacing, etc.):**
- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors - 10% deduction

**Major APA errors:**
- Double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each error – 3% deduction

**Length Requirement:**
- Each written assignment that does not meet minimum length requirement of paper - 10% deduction

**Other Deductions:**
- Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion

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**Student Accommodations**

**AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students should contact the professor before class or request time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to contact to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor receives word in writing from the officer in charge of ADA compliance.
PEDAGOGY

EDUC 5303 Cultural Foundations uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of students is to come to class prepared to ponder on the readings in order to have a scholarly conversation with classmates and professor by integrating the readings with their professional and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION

For retention in EDUC 5303 Cultural Foundations and the School of Education and Human Services at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4).

This class functions on the honor system. Students are expected at all times to meet the requirements of the honor system. The professor has the discretion to fail students who violates the honor system.

Integrity is the most important quality for success in this class and in the School of Education and Human Services at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate the honor system, integrity, and plagiarism. Dismissal is not limited to academic dishonesty and plagiarism.

Plagiarism is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism. Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST. Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.
GENERAL INFORMATION FOR SUCCESS IN THIS CLASS

Community of Learners

As a community of learners at UST, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an UST degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. We can agree to disagree but we will appreciate and respect one another.

Academic Misconduct

All work completed for this class must be original. Each individual is expected to think, write, reflect, and question concepts presented in class. Students who commit academic misconduct, including plagiarizing work (copying or borrowing heavily from published materials) or copying or borrowing heavily from another student’s work will fail this class. The university holds Academic Misconduct as a serious and punishable infraction.

Plagiarism is taking credit for any thought, idea, or work that does not come from the student. Plagiarism is a serious offense that will cause a student to fail the course and can lead to steps of dismissal from this class or UST. When writing any paper, reference information, websites, books, etc. If a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students must cite themselves if they copy from another paper that they have written. Plagiarism is a violation of integrity.

Copying a paragraph or more and changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism quote all sources while writing. Master’s Level Work requires integration of information. Drawing from one source, then another source, etc. is not Master’s Level Work.

Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education and Human Services. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted. Students who engage in plagiarism will be failed for this course and possible dismissal from the School of Education is left to the discretion of the professor.

Things to keep in mind:

- All written work, unless otherwise noted, should be word-processed according to the standards referenced in the *Publications Manual of the American Psychological Association, 6th Edition* (APA) (i.e., double-spaced, one-inch margins, 12 pt. font, Title page, Times New Roman, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. Make sure to proofread your papers. A condensed version of most commonly used APA styles can be retrieved from [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

- While the content of your writing is the most important consideration, proper formatting can make it easier for your instructors to read and understand your writing. Please follow these formatting guidelines, unless otherwise directed by your instructor:
  - Papers should be word-processed.
  - Title page with running heads and each subsequent page.
  - Center the title, your name and the University’s name.
  - The body of the paper should be double-spaced.
  - Insert the page number in the upper right hand corner, beginning on the Title Page.
  - If any of the content of the paper is taken from a source (textbook, website, journal article, etc.) properly site the source both in the text and in the bibliography using APA style. You may use a handbook (i.e. from *Writing for Thinking*) or this website: [http://webster.commnet.edu/apa/apa_index.htm](http://webster.commnet.edu/apa/apa_index.htm)
  - Professional editing and proofreading are expected. Papers should be written in *Standard English* and free of grammatical, punctuation, spelling, and other editing issues. Papers with frequent mechanical issues (2 or more) may not pass, regardless of content.
- If the assignment calls for you to write a minimum of two pages, writing exactly two pages may not be sufficient, and even a scant two pages may not suffice. Points will be deducted for a paper that does not meet minimum page length. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.

- Students are expected to attend all scheduled classes and be prepared for full participation. In order to participate, the student must complete all assigned readings, reflections, and assignments and be logged in to Blackboard on the week indicated.

CHECKING YOUR WORK

**Turnitin.com**: Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

**Smarthinking**: Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

**FORMAT FOR WRITTEN ASSIGNMENTS**
All written assignments should be in APA style, typed and double-spaced, Times New Roman, 12 font and 1” margins.

All papers should be submitted indicating the following on your Title Page: (See Course Information for a sample.)

- Running head and Page Number (Times New Roman and font 12)
- Title of Assignment (Centered)
- Student’s Name (Centered)
- University of St. Thomas (Centered)

All papers are to be submitted on the due date unless the instructor has given prior approval. If for some reason a paper must be submitted late, please make other arrangements with the instructor. **It is the student’s responsibility to make the contact.**
## Schedule

1. All assignments are due by 11:59 p.m. on the Sunday before class. For example...the second class is on August 30 and the assignments in Learning Module 2 and Learning Module 3 are due on Sunday August 28, 11:59 p.m.

2. All graded assignments are highlighted in yellow. Reading Assignments are highlighted in green.

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<tr>
<th>Learning Module</th>
<th>Day of Class and Assignment Due Dates</th>
<th>Instructional Focus</th>
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| Learning Module 1 | Week 1: Class - August 23 | 1. Welcome  
2. Class Norms  
3. Introductions  
4. Syllabus/Assignments  
5. Read and Watch Video  
   - Chapter 1 - Spring: “The History and Political Goals of Schooling”  
   - Watch the video “What is 21st Century Education?” |
|                  | *No “Written Assignments” due prior to the first class.* |                      |
| Learning Module 2 | Week 2: Class - August 30 | 1. Read: Chapter 2 - Spring: “The Social Goals of Schooling”  
2. Written Assignment:  
   - **Writing prompt 1:** What are the legitimate areas of social concern for public schools based on what you read and your experiences in schools? Should schools attempt to solve social problems through educating students or should the focus be solely on academics? **Due on Sunday, August 28, 11:59 p.m.** |
| Learning Module 3 | Week 2: Class - August 30 | 1. Read: Chapter 3 - Spring: “Education and Equality of Opportunity”  
   - Read the article “Rich School, Poor School”.  
2. Written Assignment:  
   - **Writing prompt 2:** In your professional experiences, write on short/long term effects of over-testing students, especially those from low economic conditions who tend to readily drop out and why schooling is not inviting. How will society pay for this long term? Based on the chapter, is this the best we can do for all students? **Due on Sunday, August 28, 11:59 p.m.** |
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<th>Class</th>
<th>Assignment</th>
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| Learning Module 4 | Week 3: | September 6 | 1. Read: Chapter 4 - Spring: The Economic Goals of Schooling: Human Capital, Global Economy, and Preschool”  
   View the Prezi Presentation  
   **2. Written Assignment:**  
   Writing Prompt 3: Based on what you read, write on the issues of whether economic goals of a growing economy directly affect the instruction of curriculum in schools? In short, should human capital economics dominate public school policies? **Due on Sunday, September 4, 11:59 p.m.** |
| Learning Module 5 | Week 3: | September 6 | 1. Read: Chapter 5 - Spring: Equality and Educational Opportunity: Race, Gender, and Special Needs  
   View the Video “An Education in Equality”  
   **2. Written Assignment:**  
   Writing Prompt 4 – After reading the chapter, write on your experiences and reflective thoughts on what Equality of Opportunity in Education means to you. **Due on Sunday, September 4, 11:59 p.m.** |
| Learning Module 6 | Week 4: | September 13 | 1. Read Chapter 6 - Spring: Student Diversity  
   View the video “The Changing Face of America”  
   **2. Written Assignment:**  
   Writing prompt 5 – Almost every classroom, social encounter, place of worship, mall, place of employments, etc. has diverse population of some sort. As a nation of immigrants, what are your thoughts on why people still have a difficult time dealing with the ‘other’ or diverse populations? **Due on Sunday, September 11, 11:59 p.m.** |
| Learning Module 7 | Week 4: | September 13 | 1. Read: Chapter 7 – Spring: Multicultural and Multilingual Education  
   View the Video “Unity in Diversity”  
   **2. Written Assignment:**  
   Writing prompt 6 – What are the cultural rights of students? Should schools be in the business of trying to change the cultural background of students? Will unity in diversity become a reality with all the other xenophobia we see evident today? **Due on Sunday, September 11, 11:59 p.m.** |
| Learning Module 8 | Week 5: Class - September 20 | 1. Read: Chapter 8 - Spring “Local Control, Choice, Charter Schools, and Home Schooling”  
View the video “Benefits of Homeschooling”  
2. Written Assignment:  
**Writing Prompt 7** – There are many benefits and limitations to homeschooling. Most states have lenient requirements for parents who teach their children at home: no teaching certificate, no mandated state tests, no accountability reports to the state, etc. As homeschoolers progress to the higher grades, many of these parents are not equipped to handle the hard subjects like chemistry, calculus, advanced literature, etc. posing some serious academic gaps if tutoring or additional help is not sought. What are your thoughts on homeschooling and what does the Spring text say on local control, choice, charter schools and homeschooling? **Due on Sunday, September 18, 11:59 p.m.** |
| Learning Module 9 | Week 5: Class - September 20 | 1. Read: Chapter 9 – Spring: Power and Control at State and National Levels  
View PowerPoint  
View the Video “High Stakes Testing”  
2. Written Assignments:  
**Writing Prompt 8** – Does testing really tell educators and parents how well their students are doing in school? Are tests designed to keep people ignorant and learn only certain things”? How accurate are these test results? **Due on Sunday, September 18, 11:59 p.m.**  
Inquiry Paper - Due on Sunday, September 18, 11:59 p.m. |
| Learning Module 10 | Week 6: Class - September 27 | 1. Read: Chapter 10 - Spring “The Profession of Teaching”  
View the video “Why Education in Finland works?”  
2. Written Assignment:  
**Writing Prompt 9** – Teaching is a profession. Teachers need to be treated with respect and seen as professionals. Some do need professional development, but most teachers work hard and want to make a difference. After watching this video and based on what you read in the Spring book, what are some things to reflect on that you could walk away with in your daily practice? **Due on Sunday, September 25, 11:59 p.m.** |
| Learning Module 11 | Week 6  
Class - September 27 | 1. Read: Chapter 11 - Spring “Globalization of Education”  
View the video “Globalization and Education”  

2. Written Assignment:  

**Writing Prompt 10** – Average is over now! This profound statement resonates in all that we do today to prepare students for a 21st century. By not doing this, we fail our students. As a result, we need to bring the ‘average’ to a competitive globalized world. In short, we need to up our game. As an educator, do our present school systems prepare students for a global economy? **Due on Sunday, September 25, 11:59 p.m.** |
| Learning Module 12 | Week 7  
Class - October 4 | 1. Review the PowerPoint in Learning Module 12  
Read the article under the heading “Assignments”  
View the video “The E-learning Revolution”  

**Capstone Project Paper** - **Due on Sunday, October 2, 11:59 p.m.**  
**Capstone Project Presentation** – **Due on Tuesday, October 4, 5:00 p.m.** |