EDUC 5303 Online
Cultural Foundations
University of St. Thomas
School of Education & Human Services
Spring 2018

Professor
Emiliano Gonzalez, PhD

E-Mail
gonzale@stthom.edu

Telephone Number
713-898-6805 Cell

Place and Time
Online

For Assistance
UST Education Department: Ms. Claudia Rincon, 713-942-3419; Malloy Hall
UST IT Help Desk: 713-525-3544

REQUIRED TEXTS

Recommended Text

CURRICULUM & INSTRUCTION WRITING EXPECTATIONS
In order to adhere to the 21st Century Knowledge and Skills, there is an expectation of high standards that includes the ability to clearly communicate through writing. All submitted work is expected to be of high quality. All Curriculum & Instruction courses have an academic component that consists of rigor, scholarship, and writing. As such, this is a writing intensive course and the expectation is to be able to write in a professional manner. To be effective in your educational program, it is essential your writing is proficient and scholarly as to not interfere with the content of the assignment.

SOCIAL JUSTICE TENETS OF THE CATHOLIC CHURCH AND UNIVERSITY OF ST. THOMAS
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.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

IDEA OBJECTIVES
• Gaining factual knowledge (terminology, classifications, methods, trends)
• Learning fundamental principles, generalizations, or theories
• Learning to apply course material (to improve thinking, problem solving and decisions)
• Developing specific skills, competencies, and points of view needed by professionals
Developing creative capacities (writing, inventing, designing, etc.)
Learning how to find and use resources for answering questions or solving problems
Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE DESCRIPTION
The 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. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

SPECIFIC COURSE COMPETENCIES
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.

COURSE REQUIREMENTS
The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

Attendance, Readings, Engagement & Professionalism
Each class is more than a meeting-- it is an exchange of thoughts and ideas. These types of exchanges lead to a course with energy and vitality. Students are expected to participate in discussions, posing interesting questions, and exhibiting a connection with course content. Excessive absence (TWO) and late work, especially if unexplained, will result in administrative withdrawal. Thus, please make every effort to notify the instructor of any impending absence. Participation in class is required. Participation does not just mean ‘AGREEING’ with others online. Its components include careful meaningful attempts to interpret what is being posted, discussed, active involvement, and critical thinking-- in summary, informed and enthusiastic participation is essential to your success in this class.

Absence, which means students did not participate fully in the required LM for said week 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. After the second absence, the student will be administratively withdrawn from the class. Again, if a student is absent more than once, the student will be administratively dropped from the course. An absence means you missed the LM and no work on it was performed. If you did half the LM, you will receive partial credit. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

Your BB initial post is due every THURSDAY. You then have until Sunday to respond to one of your colleague’s post. Minimum is one post to a colleague; however, you may post more than once.

ABSENCE
Absence, which means students have not logged in and participated and/or completed the Black Board conversations/postings will result in the renegotiation of this contract. After ONE absence from Black Board conversations/postings, the student will be administratively withdrawn from the class OR take a whole letter grade deduction if you choose to stay in the class. Again, if a student is absent more than ONCE from Black Board
conversations/postings, the student will be administratively dropped from the course OR receive a whole grade deduction. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.

INITIAL POSTS
This is a total online class. All LM will open on Monday and close on Sunday at 10:00 pm. Your initial post is due on Thursday by 8:00 pm and any and all other work and/or posts will be due by Sunday at 10:00 pm. If you do not post on Thursday by 8:00 pm for your intial post, you will receive partial credit, 50 points, for any work completed by Sunday at 10:00 pm. If you fail to post and/or be present for any of the course requirements, the LM will not be reopened. Failure to post, participate and/or show up to the LM will be considered an absence. The professor may take any action he thinks is just when a student is absent for two class sessions.

COURSE EVALUATIONS
It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

BLACKBOARD USE
This is a total online course. All course announcements, documents, assignments, and email communications will be delivered online via Blackboard. Internet access is therefore essential. Your initial post or first posting is due every Thursday by 10:00 pm of the week the LM is opened. Your initial post responds to the prompt being asked not what other colleagues posted. You are then required to respond to a colleague of yours no later than Sunday by 10:00 pm of which the LM will be closed at that time. Again, your initial post is due every Thursday by 10:00 pm and then you are to respond to at least one colleague no later than Sunday by 10:00 pm. Failure to post on Thursday will give you partial credit of the 100 points allowed.

Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can postpone a final examination and/or project. Again, the final decision rests on the professor of record.

COURSE ASSIGNMENTS/EXPECTATIONS
All assignments will be written in APA style, using Word, double space, Times New Roman, and 12-point. Students will submit electronic original work of the assignment on the due day according to the schedule. The following assignments are required to have been accepted as master's level work in order to receive at least a B in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

ASSIGNMENTS

1. Participation/BBPostings/Essays/Reflections/Written Assignments/attendance (30%). Your 30% will be based on how well you participate in BB, how well your essays are written, the depth and content of your reflections, your written assignments as well as attendance including and all thoughtful contributions made. For each incomplete LM or assignment missing, 5 points will be deducted from your overall **final grade** unless prior arrangements have been made with the professor. A prior arrangement does not mean you emailed me on the due date but rather an actual conversation has taken place. **This is not intended to be punitive but it is very difficult going back in time and trying to grade late work and trying to stay abreast of the new LM one.**

| Participation/BBPostings/Essays/Reflections/Written Assignments/attendance (30%) |
|---------------------------------|--------------------------|
| D                               |                          |
| Student participates occasionally, misses more than one class without making up work, does not submit all work on time. Thinking process in BB postings tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class. |
| C | Student participates on a fairly regular basis, contributes to class group work, misses no more than 1 class but turns in work regularly and/or sporadically. Student makes some attempt to ask questions of self and others, remains open to changing and growing through time in the class. |
| B | Student participates regularly, is an active contributor to class group work, misses no more than 1 class, but makes up all work, turns in all work regularly but some work has not been on time. Student is reflective, asks and poses many questions of self and others, questions "received wisdom". |
| A | Student participates regularly and enthusiastically, is an active contributor to group work, misses no classes, submits all work immediately, and turns in all assignments on time. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others. |

2. **Capstone Project: 70%**

- 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 (http://www.mbcetimes.com/english/20-best-education-systems-world)
- From the country you select, you will compare/contrast the following indicators to that of the USA:
  - **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 educational systems be? How is history taught? Should educational systems be patriotic or cognizant of other world powers? How do these values interface 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.
  - **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?
  - **Equality of Opportunity in Education** - Can schools provide equality of opportunity for all students through education even when schools are so segregated and ill-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.
  - **Economic Goals of Schooling in a Global Economy** - Are students viewed as 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?
  - **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 one with another? How do some educational systems address the diversity and different cultures in their environment?
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?

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?

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 is best run by educators themselves? Why so many regulations that 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?

How Teachers are viewed (or not) as professionals—Why are teachers not seen as professionals? Should teachers have their own union to protect themselves form 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 address these same issues?

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?

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 posses the skills not only to make a living but to compete nationally and globally?

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 below 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 unless the section is over one page then you should at least have one subheading.
- Once you write on the comparison/contrast country selected with that of USA, you will have a Reflection section where you will speak on what you found and what was of most interest to you providing concrete examples.
- After this section, you will be creative and use your expertise and offer Recommendations for Future Use that will make our USA system better in terms of serving all students and how we could be within others in World standings. Be clear on your recommendations/suggestions.
- And last, you will have a Reference page where you cite all the works you used to write your paper.

Thus your Capstone Project will have the following components:

- Title Page
- 11-15 pages consisting of the 12 indicators which will be your main headings
- Reflection Section
- Recommendation Section
- Reference page
Course Writing: APA Format/Structure/Mechanics/Content Expectations

Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing.

Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

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<tr>
<th>Topic</th>
<th>Points</th>
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<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

**The number of points deducted for each additional error will be left to the discretion of the professor.**

EVALUATION/GRADING

70%: Capstone Project
30%: BB/Posting/Participation
100%

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<thead>
<tr>
<th>Alpha</th>
<th>Lowest</th>
<th>Highest</th>
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Grade Rubric for Overall Work

**To earn an A:** ALL work is exemplary in all aspects. Critical reflection and thinking is regularly documented in all written assignments, class projects, and self-evaluations. Professional in all aspects, on BB and through email correspondences. Goes above and beyond requirements. Demonstrates both depth and breadth of knowledge. Discussions and assignments demonstrate professional and theoretical connections between classroom practices, personal experiences, and the course. Demonstrates considerable effort. Highly imaginative and/or original. Timely preparation, attendance (not more than one absence), and thoughtful contributions to discussion (large and small group) and course experiences are consistently observed. Detailed, supported with strong ideas and content. Knowledge of the course’s content is demonstrated through reference to readings and incorporation of concepts into assignments and discussions. The participant’s overall work provides visible indicators of professional development, change, and growth. Demonstrates and reflects high quality and professionalism in the understanding of the course’s content.

**To earn a B:** Work is well done. Well organized and complete. Somewhat effectively and clearly presented. Demonstrates clear understanding. Clearly shows connections. Professional most of the time on BB and through written correspondence. Written assignments cover (summarize) a topic without interpretation, and connections. Evidence of original thinking but not thoroughly elaborated. Consistent preparation and attendance (not more than
one absence) is evident and contributions are occasionally made to large and small group discussions. Knowledge of the course’s content is not consistently demonstrated and references to readings and new concepts are inconsistently incorporated into assignments and discussions, particularly as related to the final inquiry project. There is less indication of change, growth, or professional development throughout the semester in process and in product. Demonstrates some reflection of high quality work and professionalism in the understanding of the course’s content.

To earn a C: Minimal reflection in response in writing in assignments and self-evaluations both in quality and length. Does not fully develop elaborate posts. Meets minimum requirements. Includes general information, but lacks descriptive detail. Some application to teaching and learning. Needs more substantive content/details. Needs more organization and/or structure. Inconsistencies in preparation and attendance, few constructive contributions to small and large group discussions, engagement in ideas and experiences of the course are not observable. The final benchmark project and other assignments do not reflect high quality and professionalism in the understanding of the course’s content. A lack of change or growth over the course of the semester exists. Demonstrates little to no reflection of high quality work and professionalism in the understanding of the course’s content.

To earn a D and F: Missing evidence or information. Sloppy and/or poorly organized. Lacks cohesiveness and clarity. Demonstrates only surface understanding. Very little or no evidence of application to teaching is evident. Very little evidence of time or effort for the class is evident. Demonstrates almost no reflective process of work and understanding of course content.

Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration.

Incompletes are given only at the discretion of the professor for reasons considered serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.

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, two or more than 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. 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 & 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 & Human Services 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 & 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 & Human Services as well as from UST.** Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education & Human Services. 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 reference 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 & 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 & Human Services is left to the discretion of the professor.

Things to keep in mind:

- In 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 fonts, cover page, paginated, Times, etc.) and conforming to the conventions of formal standard English grammar, usage, and sentence structure. **All assignments not proofread will be penalized with point deductions.** 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.
  - Your name, the course title/number, and the date should be written in the upper right hand corner, single-spaced. Do not add an additional title page.
  - Center the title two lines below the date. (A title may be optional.)
  - The body of the paper should be double-spaced.
  - The top and bottom margins should be 1 inch, and the right and left can be 1.25 inches. These are the default margins in Microsoft Word.
  - Use a 12-point font that is clear and easy to read, such as Times New Roman. Script or cursive fonts are difficult to read and will not be accepted.
  - Insert the page number in the upper right hand corner, beginning on the second 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 2-4 pages, writing 1 1/2 pages will not be sufficient, and even a scant two pages may not suffice. **A paper which does not meet minimum page length is likely to fail. Do not attempt to “increase” the length of your paper by altering margins, font size, etc.**

- Students are expected to attend all scheduled BB 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 BB on the week indicated;

- All modules will be opened and start on Monday and will be closed at 10:00 pm on Sunday of the week assigned in your tentative schedule. Hence, late submissions risk **not** being accepted or graded. All assignments must be submitted via email. If technical difficulties hinder the timely submission of an assignment, the professor should be notified (via e-mail) immediately and the assignment emailed as soon possible. Any document should have your last name and identification of assignment (i.e. garciaCurriculumguide);

**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.

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### FORMAT FOR WRITTEN ASSIGNMENTS

All written assignments except those done in class should be in APA style, typed and double-spaced, Times, 12 font.

All papers should be submitted indicating the following on your title page:

- Running head
- Title of assignment
- Course name/section
- Instructor’s name
- Date of submission
- Student’s name

It is expected each paper will be written using APA style, including appropriate and accurate grammar and syntax. Please consult the American Psychological Association website for details regarding citation formats. Content and mechanics will be considered in the evaluation of your assignments as indicated since successful oral and written communication is expected of all teachers. Consistent with standard research practices, ideas that are not the author’s must be cited using APA format. Be especially careful when using information obtained from the Internet and follow the correct citation for that information. 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. Unless this is done, late papers will not be accepted.

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### Course Writing: APA Format/Structure/Mechanics/Content Expectations

Your assignments will be graded based on the areas included but not limited to the following: APA format; grammatical/mechanical errors; content and scholarly writing.

Writing must be coherent as to not to interfere with the content of the assignment. The number of points deducted for the following are detailed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA format</td>
<td>2 for each</td>
</tr>
<tr>
<td>Grammatical/Mechanical Errors</td>
<td>5 for each</td>
</tr>
<tr>
<td>Content</td>
<td>5 for not addressing topic or staying on topic</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>10 for not staying on topic or answering prompt</td>
</tr>
</tbody>
</table>

**The number of points deducted for each additional error will be left to the discretion of the professor.**

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### AMERICANS WITH DISABILITIES ACT

Any student with a disability requiring accommodations in this course is encouraged to contact me (theprofessor) after class or during office hours. Additionally, students will need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713)525-2169 or 6953.

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### TOPICAL OUTLINE

Subject to change on short notice
These readings are expected to have been completed at the time class begins. At the discretion of the professor, other readings may be assigned that are not on this list. Anytime that happens, the readings will be distributed during the class before the reading is due.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>Week of January 18-28</td>
<td>1. Read Syllabus in its entirety. This week starts on Thursday and ends on Sunday of the same week. Thus, you have a few days to complete to read your syllabus which should not take long.</td>
</tr>
</tbody>
</table>
| LM Orientation | Week of January 18-28 | 1. Introduce yourself to colleagues.  
2. There are not other assignments for this week. |
| **LM1** | Week of January 18-28 | 1. Read the chapters "History and Political Goals of Public Schooling" in Spring  
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.  
4. Participate in the Discussion Board. |
| **LM2** | Week of January 18-28 | 1. Read the chapters “The Social Goals of Schooling” in Spring  
2. Participate in Discussion Board.  
3. View the Prezi show. |
| **LM3** | Week of January 29 | 1. Read the chapters "Equality of Educational Opportunity: Race, Gender, and Special Needs” in Spring.  
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it. Then, write a reflection and submit the assignments to the appropriate area below.  
4. Participate in the Discussion Board. |
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.  
4. Participate in the Discussion Board. |
| **LM5** | Week of February 5 | 1. Read Chapter "Equality of Educational Opportunity: Race, Gender and Special Needs” in Spring.  
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it.  
4. Participate in the Discussion Board. |
| **LM6** | Week of February 5 | 1. Read Chapter "Student Diversity” in Spring.  
2. Complete lecture and review activities for this learning module.  
3. Participate in the Discussion Board. |
| **LM7** | Week of February 12 | 1. Read Chapter “Multicultural and Multilingual Education” in Spring.  
2. Complete lecture and review activities for this learning module.  
3. View PP attached (found here-click on title and it will open).  
4. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below. |
<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| LM8   | February 12       | 1. Read the chapters “Local Control, Choice, Charter Schools, and Home Schooling” in Spring.  
2. Complete lecture and review activities for this learning module.  
3. Visit the link to the video and view it. Then, write a reflection of the video and submit the assignments to the appropriate area below. |
| LM9   | February 19       | 1. Read the chapter ”Power and Control at State and National Levels” in Spring.  
2. Visit the link to the video and view it. Then, write a reflection of each video and submit the assignments to the appropriate area below.  
3. Participate in the Discussion Board. |
| LM10  | February 19       | 1. Read the chapter ”The Profession of Teaching” in Spring.  
2. View the lecture that correlates to this learning module.  
3. Complete Discussion Board. |
| LM11  | February 26       | 1. Read the chapter ”Globalization of Education” in Spring.  
2. Work on your Final Capstone Project |
| LM12  | February 26       | 1. Read the chapter ”Textbooks, Curriculum, E-learning, and Instruction” in Spring.  
2. Work on your Final Capstone Project |
| LM13  | March 5           | 1. Read the articles on “Assessment & Evaluation”  
2. Review PP |
| LM14  | March 5           | 1. No BB postings  
2. Submit your last part of the Capstone Project by no later than Sunday evening by 10:00 pm |