

Cover Sheet: Request 11651

EDF3604 Social Foundations of Education

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Sevan Terzian sterzian@coe.ufl.edu
Created	4/27/2017 10:33:28 AM
Updated	11/1/2017 2:43:22 PM
Description of request	We are seeking approval for this course to fulfill 6,000 words of the university's undergraduate writing requirement (formerly Gordon Rule). We are seeking to maintain this course's current general education distribution requirement of "S."

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	Sevan Terzian		4/28/2017
No document changes					
College	Approved	COE - College of Education	Sevan Terzian		10/5/2017
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			10/5/2017
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 11651

Info

Request: EDF3604 Social Foundations of Education

Description of request: We are seeking approval for this course to fulfill 6,000 words of the university's undergraduate writing requirement (formerly Gordon Rule). We are seeking to maintain this course's current general education distribution requirement of "S."

Submitter: Sevan Terzian sterzian@coe.ufl.edu

Created: 4/27/2017 10:33:28 AM

Form version: 1

Responses

Course Prefix and Number

Response:
EDF3604

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Social Foundations of Education

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
4204,4206Classroom, Hybrid

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None.

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
4235S

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

One-semester Approval?

Response:
No

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
4250S

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

E6

Type of writing skill feedback provided

Response:

4256,4257Grade, Correction

EDF 3604
Social Foundations of Education
3 credit hours

Instructor: Professor Sevan Terzian
2415 Norman Hall
sterzian@coe.ufl.edu
(352) 273-4216
Office Hours: TBA

Course description: This course examines the inter-relationships between education and political, economic and cultural issues in the United States. Schools in the U.S. are very much a part of the larger society and contribute to the construction of society. By studying the relationships between education and the political, economic, and cultural aspects of society, we can better understand the issues that challenge schools, teachers, students, and our education system.

General Education Objectives and Learning Outcomes: This is a social and behavioral (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions or processes. This course emphasizes the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative analysis to examine how individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Students will meet these general education objectives by:

1. Articulating and justifying a specific educational ideal (philosophy of education)
2. Defending a particular stance on prevailing methods of funding schools (politics & economics of education).
3. Explaining how and why public schools emerged in American society (history of education).
4. Critically evaluating the relative benefits of particular school reforms for specific groups of Americans over the twentieth and early twenty-first centuries (history and sociology of education).
5. Analyzing the political and cultural aspects of the heightened federal role in American education (politics of education).

At the end of this course, students will be expected to have achieved these learning outcomes in content, critical thinking, and communication:

1. **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.*
 - a. Identify, describe, and explain how perspectives from philosophy improve our understanding of educational ideals and their implications for schools.
 - b. Identify, describe, and explain how perspectives from sociology improve our understanding of the interrelationships between schools and society.

- c. Identify, describe, and explain how perspectives from history help us to improve our understanding how schools have changed over time—and why.
 - d. Achievement of this learning outcome will be assessed through students' written assignments on: an educational philosophy; debate on school funding; historical discussion on the founding of common schools; profiling the life of a former teacher; synthesizing trends in national school reform and in-class participation.
2. **Critical Thinking:** *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.*
- a. Apply philosophical, sociological, and historical analysis to explain the prevailing—and competing—purposes of schooling in American society.
 - b. Assess and analyze how schools have impacted diverse groups of Americans over time—and why.
 - c. Achievement of this learning outcome will be assessed through students' written assignments on: an educational philosophy; debate on school funding; historical discussion on the founding of common schools; profiling the life of a former teacher; and synthesizing trends in national school reform and in-class participation.
3. **Communication:** *Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline.*
- a. Articulate clear, informed, and reasoned responses to questions about American education that utilize evidence from assigned readings and class discussions.
 - b. Implement revisions and apply peer and instructor feedback on improving academic writing.
 - c. Contribute regularly to class discussions to reflect on assigned readings.
 - d. Achievement of this learning outcome will be assessed on: an educational philosophy; debate on school funding; historical discussion on the founding of common schools; profiling the life of a former teacher; and synthesizing trends in national school reform and in-class participation.

Required Texts:

1. Course reading packet consisting of primary and secondary sources.
2. John L. Rury, Education and Social Change: Contours in the History of American Schooling (fifth edition) (New York: Routledge, 2016).
3. Karen L. Graves, And They Were Wonderful Teachers: Florida's Purge of Gay and Lesbian Teachers (Urbana, IL: University of Illinois Press, 2009).

Recommended Texts:

1. William Strunk, Jr. & E.B. White, The Elements of Style (Fourth Edition) (New York: Pearson Publishing, 1999).

Course Schedule:

Week 1: Course introductions. Defining “education,” “schools,” and “American culture.” Explicit, Implicit, & Null Curricula. How culture shapes schools.

Reading Assignments: Elliot Eisner, “The Three Curricula That All Schools Teach; John Rury, Education and Social Change, pp. 1-17.

Week 2: Educational Ideals and Aims—philosophical perspectives. Possible purposes of schooling. John Dewey’s democratic education.

Reading Assignments: John Dewey, “My Pedagogic Creed”; Myra & David Sadker, “Philosophies of Education”

First writing assignment: What is your educational philosophy? Select among specified philosophical traditions and enlist empirical evidence and reasoning to justify your choice over the alternatives. (1,000 words).

Week 3: Inequalities in Schooling—symptoms

Reading Assignments: Jonathan Kozol, Savage Inequalities, chapters 1-2.

In-class peer review of educational philosophy paper drafts.

Week 4: Inequalities in Schooling—causes

Reading Assignments: Jonathan Kozol, Savage Inequalities, chapter 6; Allan Ornstein et al, “Financing Public Education”

Second writing assignment: Compose a reasoned debate about school funding among various hypothetical constituents including school board leaders, state education administrators, parents, teachers, principals and students. (1,000 words).

Week 5: America’s first public schools—origins of the 19th century common school movement.

Reading Assignments: John Rury, Education and Social Change, pp. 65-97

In-class peer review of school funding assignment paper drafts

Week 6: America’s first public schools—advocates and critics of 19th century common schools.

Reading Assignments: Horace Mann, “Fourth Annual Report of the Board of Education”; Horace Mann, “Twelfth Annual Report of the Board of Education”

Third writing assignment: Simulate a historical debate about the rise of common schools among various constituents including Horace Mann, a Democrat local politician from Ohio, Irish Catholic Bishop Hughes, an unemployed dockworker with 6 children; and a Southern plantation owner (1,250 words).

Week 7: Race and Schooling after Emancipation—limits of common schooling

In-class peer review of the rise of common schools paper drafts.

Reading Assignments: John Rury, Education and Social Change, pp. 97-115;

Booker T. Washington, “The Future of the American Negro”; W.E.B. DuBois, “The Talented Tenth”

Week 8: America’s Cities and Factories—a rapidly changing society.

Reading Assignments: John Rury, Education and Social Change, 117-154.

Week 9: America’s Modern School System—a quest for order.

Reading Assignments: Allan Ornstein et al, “Governing and Administering Public Education”

Week 10: Depression, War, and American schools

Reading Assignments: John Rury, Education and Social Change, 155-169.

Fourth writing assignment: Profile the life of a former teacher from the Progressive Era, Great Depression, or World War Two. Research and enlist sources from historical newspapers and published education journals from the early 20th century to recreate the social and professional life of a schoolteacher (1,250 words).

Week 11: The Cold War, Schools, and National Security

Reading Assignments: John Rury, Education and Social Change, 169-190; Karen Graves, "And They Were Wonderful Teachers", pp. 1-49.

In-class peer review of the life of a former teacher paper drafts.

Week 12: Civil Rights and American schooling.

Reading Assignments: Karen Graves, And They Were Wonderful Teachers, 50-119.

Week 13: Federal Compensatory Education—the Great Society

Reading Assignments: Karen Graves, And They Were Wonderful Teachers, 120-148.

Fifth Writing assignment: Synthesize and analyze trends in federal school reform from World War Two to the present. Utilize evidence from assigned readings to explain how and why the prevailing purposes of federal involvement in American schooling has developed since 1940 (1,500 words).

Week 14: Scrutinizing America's Schools—more competition and choice can yield better results

Reading Assignments: John Rury, Education and Social Change, 191-128

In-class peer review of the federal school reform paper drafts.

Week 15: Neoliberal and Conservative Calls for School Reform

Reading Assignments: John Rury, Education and Social Change, 219-226.

Week 16: Reading Days

Writing Assignment Descriptions (6,000 words total; total points possible: 850):

1. **Educational Philosophy (1,000 words; 100 points).** Students will make the case for a particular purpose of schooling by selecting an educational philosophy from specified traditions including perennialism, essentialism, progressivism, existentialism and behaviorism. Students will define their choice and justify their selection over alternatives.
2. **Composing a Reasoned Debate on School Funding (1,000 words; 150 points).** Students will compose a reasoned debate about school funding among various hypothetical constituents including school board leaders, state education administrators, parents, teachers, principals and students.

3. **Simulating a Historical Discussion about the Creation of Public Schools (1,250 words; 200 points).** Students will compose a historical debate about the rise of common schools in the mid-19th century among various constituents including Horace Mann, a Democrat local politician from Ohio, Irish Catholic Bishop Hughes, an unemployed dockworker with 6 children, and plantation owner from Alabama.
4. **Profiling the Life of a Former Teacher from the Progressive Era, Great Depression, or World War Two (1,250 words; 200 points).** Students will research and enlist sources from historical newspapers and published education journals from the early 20th century to recreate the social and professional life of a schoolteacher.
5. **Synthesizing Trends in National School Reform (1,500 words; 200 points).** Students will compose a summary brief on the recent history of federal initiatives in public school governance for the U.S. Secretary of Education. Students will utilize evidence from assigned readings to explain how and why the prevailing purposes of federal involvement in American schooling has developed since 1940 to the present.

Course Grades: Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Students will receive critical and constructive feedback in a timely fashion on all of their written assignments with respect to grammar, punctuation, clarity, coherence and organization.

Evaluation of Grades:

<u>Assignment</u>	<u>Total Points</u>	<u>Percent of Grade</u>
Educational Philosophy	100	10%
School Funding Debate	150	15%
Simulating a Historical Discussion	200	20%
Profiling a Former Teacher	200	20%
Synthesizing Trends	200	20%
Class Participation	150	15%
TOTAL	1,000	100%

Please note that assignments are weighted slightly heavier as the semester proceeds.

Grading Scale:

<u>Score</u>	<u>Percent</u>	<u>Grade</u>	<u>Grade Points</u>
920-1,000	92-100	A	4.00
900-919	90-91.9	A-	3.67
880-899	88-89.9	B+	3.33
820-879	82-87.9	B	3.00
800-819	80-81.9	B-	2.67
780-799	78-79.9	C+	2.33
720-779	72-77.9	C	2.00
700-719	70-71.9	C-	1.67
680-699	68-69.9	D+	1.33
620-679	62-67.9	D	1.00
600-619	60-61.9	D-	0.67
0-599	0-59.9	E	0.00

UF Writing Requirement: This course contributes 6,000 words toward the university's 24,000 word writing requirement for all undergraduate students. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Evaluation Criteria for Written Assignments:

1. For content, students must articulate and support vividly and convincingly a thesis that answers a significant question. Specifically:
 - a. Enlisting relevant evidence from appropriate sources.
 - i. *Satisfactory:* Papers convincingly communicate the meaning of written sources and incorporate them effectively in illustrating the meaning of ideas and supporting claims.
 - ii. *Unsatisfactory:* Papers incorporate evidence from sources that is inaccurate or irrelevant.
 - b. Developing a reasoned and empirically supported argument.
 - i. *Satisfactory:* Responses establish logic and examples from appropriately selected written sources in crafting persuasive responses to assigned questions through a central claim and supporting evidence. Paragraph organization effectively facilitates the argument's development.
 - ii. *Unsatisfactory:* Responses lack a clear central claim and use faulty reasoning and evidence in attempting to support it. Paragraph organization compromises the argument's development.
 - c. Citing relevant evidence properly and consistently. This entails utilizing proper conventions in the form of footnotes or parenthetical citations to refer the reader to relevant examples that enliven the narrative and provide evidence in support of an argument.
 - i. *Satisfactory:* Papers present ideas confidently and persuasively through specific evidence from relevant sources.
 - ii. *Unsatisfactory:* Papers incorporate insufficient, vague, and irrelevant evidence that compromises clear analysis.
2. For style, students must produce precise and engaging prose that facilitates the clear communication and development of their ideas appropriate to the context, genre, and discipline. Specifically:
 - a. Composing prose with careful diction.
 - i. *Satisfactory:* Responses reflect the deliberate selection of words to convey the precise meaning of an idea within a sentence or paragraph.
 - ii. *Unsatisfactory:* Responses suffer from word usage that is inappropriate for the context, genre, or discipline.
 - b. Crafting sentences with complexity and logical sentence structure.

- i. *Satisfactory*: Papers incorporate syntax that conveys the clear and precise communication of ideas.
 - ii. *Unsatisfactory*: Papers suffer from sentences that are overly long or short with awkward construction.
- c. Mechanics:
 - i. *Satisfactory*: Responses reflect careful proofreading to ensure correct grammar, punctuation, and spelling. This also entails correct uses of American English in academic vernaculars.
 - ii. *Unsatisfactory*: Responses contain grammatical errors that impede the reader's understanding or compromise the writer's credibility.

Class Attendance and Make-Up Policy: Class attendance and active participation are expected. Each unexcused absence will result in a 10-point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalogue: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> Students who can demonstrate that they were unable to submit an assignment by the deadline because of an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

Students Requiring Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (253-293-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

Class Conduct: Students are expected to arrive to class on time and to be respectful to the instructor and fellow students. Please avoid the use of cell phones. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy: UF Students are bound by The Honor Pledge that states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> (392-1575); and the University Police Department (392-1111 or 9-1-1) for emergencies.

Writing Studio

All students are encouraged to take advantage of the expert staff at UF's Writing Studio, who are committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at: <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.