

AED 633: Investigating Cultural and Societal Patterns in Education

“If we teach today’s students as we taught yesterday’s we rob them of tomorrow.” – John Dewey

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Office Hours: Wednesday 8:00 – 10:30 and by appointment

Course website: <https://d2l.sfasu.edu>

Class Meeting: 8-12 a.m. in Room 321 in the Human Services Building

Prerequisites: Completion of courses in the cohort sequence and departmental permission.

- I. **Course Description:** A survey of local, state, national, and global conditions affecting schools. Credit 3
This course is a survey of cultural and societal patterns affecting public schools and the larger American educational system. An emphasis on the educational leader as scholar-practitioner will guide the examination of socio-cultural and multicultural issues pervasive in society. These issues will be examined through an exploration of American educational history, philosophy, multicultural, postmodernism and critical pedagogy. Existing, as well as emergent cultural and societal patterns will be contextualized in terms of leadership regionally, statewide in the United States, and, to some degree, globally.
- II. **AED 633 Investigating Cultural and Societal Patterns** (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. The course meets 9 Saturdays throughout the semester. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, complete all writing and research activities as assigned for in class and/or outside class.
- III. **Students will complete a set of major assignments**, including a Cultural Autobiography, Social Issues Facing Schools/Education, and Critical Reflections. The Cultural Autobiography is an out-of-class assignment wherein each student engages in his/her own self-reflective/reflexive examination of the biographical experiences/history of his/her life. The Social Issues Facing Schools/Education is designed as a team activity/presentation wherein students work in teams to identify social issues dominant in schools/education, using the students own educational setting in juxtaposition to selected readings assigned, supplemented by documented field observation collected in a Field Observations Notebook. Critical Reflections of assigned readings will be prepared and shared during in-class discussions. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or group work. All students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV) describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes:

This course will contribute to the candidate's preparation to master the program's learning objectives. The candidate will be able to:

1. Synthesize each year's study and present representation of his/her growth as a scholar-practitioner leader through course assignments and expectations.
2. Develop a deep understanding of the scholar-practitioner's role in a school system or higher education.
3. Develop a deep understanding of the scholar-practitioner's role in ensuring social justice within the school system and society.
4. Develop a sense of service, leadership, and continued professional and intellectual development.

Student Learning Outcomes:

The student learning outcomes are aligned with the program learning outcomes and course goals and include the following:

1. **Portfolio:** The candidate will prepare and save artifacts throughout the doctoral program that demonstrates his/her growth as a scholar-practitioner leader. (PLO 1, 2, 3, 4)
 3. **Critical Reflections:** Students will be assigned critical reflections regarding selected readings that address societal and cultural patterns. (PLO 1, 2, 3, 4)
 4. **Analysis of a Speech:** Students will choose two speeches that reflect a societal stance or personal conviction and detail the meaning, influence, and impact of the speeches. (PLO 1, 3)
 5. **Cultural Autobiography Project:** Students will complete a reflective autobiography project that explores his/her personal background and cultural history. (PLO 3, 4)
 6. **Social Issues Facing Schools Project:** Candidates will work in groups to identify a social justice issue facing the American educational system and propose a re-imagined leadership approach to address the issue. (PLO 2, 3, 4)
- Course goals are aligned with the program goals and mission and vision of the College of Education. These course goals and objectives reflect a consistency with course goals for the doctoral program curriculum. All course goals and objectives, supported by the planned learning activities of the course, are designed around the importance for academic excellence as a cornerstone of the scholar-practitioner's learning experience. These goals will shape an underpinning of the scholar-practitioner's work in the larger community and society. Further, they recognize that the work of a scholar-practitioner is intellectual; that it is guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking and an understanding of the importance of life-long learning. The course goals foster an openness to new ideas, to culturally diverse people, and to innovation and change. They as well embrace the importance of the level service necessary to foster community and democratic citizenship. The course goals generate the values which undergird the work of the scholar-practitioner as public intellectual concerned with socially engaged citizenship nurtured through social inquiry and practice.

Course Goals:

1. Develop educational leaders as scholar-practitioners who demonstrate depth of understanding related to societal and cultural patterns of race, power, gender, diversity, and practice characterized by an emphasis on personal and professional self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications. Acquire an understanding of the study of professional, current and emergent societal and cultural patterns. Engage in disciplined inquiry as it applies to the study of the politics of difference and critical analysis of societal and cultural patterns. Foster an appreciation for critical thought as it relates to the leader as scholar-practitioner. Create a climate that promotes reflective processing and conversation.
2. Prepare educational leaders as scholar-practitioners with the capacity and capability to provide strong leadership within the local school, district, and community as related to social and cultural change, cultural proficiency, creating and sustaining a strong environment that embraces social justice and equality of opportunity for all, and the development of the human potential while honoring diversity.

3. Demonstrate an in-depth understanding of the relationship of leadership as the instrument of change to the various dimensions and responsibilities of leading/administering change and renewal of a school system and the community, which supports the school system. Demonstrate capacity to provide ethical guidance to professional growth, and development of self, others, and collective or community entities. Establish a deep understanding of the scholar-practitioner's role in ensuring social justice and equity within the current and changing societal and cultural demographics.

Major Topics:

Identity, Voice and Representation, Multiculturalism School Culture in a Postmodern Society, Critical Pedagogy, Diversity, Pluralistic Society, Race, Culturally Responsive Teaching, Educational History, Philosophy of Education, Social Justice, Values, and Culture

III. Course Assignments, Activities, Instructional Strategies:

For each of the following major assignments, guidelines will be provided and discussed in class.

Critical Reflections

The purpose of this assignment is to critically analyze a specific set of readings in a written, reflective paper. Guidelines and scoring criteria for this course activity are detailed in the appendix to this syllabus.

Analysis of Speeches

The purpose of this assignment is to conduct a retrospective analysis of two historic speeches that reflect a societal stance or personal conviction. Through narrative analysis, each candidate will detail the meaning, influence, and impact of these speeches during its original time period and its sustaining influence on society today. Guidelines and scoring criteria for this course activity are detailed in the appendix to this syllabus.

Cultural Autobiography

The purpose of this assignment is to identify and examine major socializing influences on one's life and cultural identity. Guidelines and scoring criteria for this course activity are detailed in the appendix to this syllabus.

Social Issues Facing Schools and Educational Leadership

Students will work in groups to identify a social justice issue facing the American educational system and propose a re-imagined leadership approach to address the issue.

Formal Presentation

As a part of this major assignment all students will participate in a professional presentation during class using presentation software/applications. The presentation will be prepared outside of class using principles and terms from the disciplines discussed in class, data and methodologies from the readings, as well as case studies and anecdotal observations collected in the Field Observations Notebook (to be submitted for scoring). The final format for the presentation will follow the guidelines of the APA 6th Edition and /or professor determined formatting. Guidelines and scoring criteria for this formal presentation as well as the Field Observations Notebook are detailed in the appendix to this syllabus.

Evaluation/ Assessment of Student Work (Grading)

A = 90-100 pts. B = 80-89 pts. C=70-79 pts.

V. Course Calendar:

The Course Calendar is aligned to the designated meeting dates, with discussion topics and related activities listed. The candidate should note that the instructor will make additional assignments and/or modify the schedule of activities/assignments as needed during each class meeting based on the direction of the seminar discussion, current events, and new research. Assignments are due on the date posted by the instructor. Readings are found in the D2L Modules.

Module 1: August 24, Course Introduction: Overview of Syllabus; Assignments for the semester; John Freeman, *A Tale of Two Americas* (video); In class activity (Cushner) Inventory of Cross-Cultural Sensitivity; Introduce Cultural Autobiography assignment; Analysis of a speech presentation by instructor; How to review and analyze a scholarly article (video).

Module 2: September 7, Quality and Inequality: Review readings in D2L Module 2; Reflection Paper Due; Sir Ken Robinson, "Do Schools Kill Creativity" (video).

Module 3: September 21, Is Everyone Really Equal: Review readings in D2L Module 3; Analysis of a Speech I Due; Reflections Paper Due.

Module 4: October 5 Prejudice and Discrimination: Review D2L Module 4; Reflection Paper Due; Cultural Autobiography Outline/Draft Due.

Module 5: October 19, Gender Matters, Sexism and Ableism: Review Readings in D2L Module 5; Unpacking the Invisible Knapsack – in-class activity (McIntosh); Team Activity: Identify social issues dominant in schools/education (final project prep); Reflections Paper Due.

Module 6: October 26, Diversity and Prejudice Part I: Review Readings in D2L Module 6; Reflection Paper Due; McCoy, “The Making of A White Supremacist”; Field Observations Expo; Mid-Semester Review.

Module 7: November 9, Diversity and Prejudice Part II: Review Readings in D2L Module 7; Reflections Paper Due; Ledesma, “On the Grammar of Silence: The Structure of My Undocumented Writer’s Block” Cultural Autobiography final draft due; Analysis of A Speech II Due.

Module 8: November 16, Re-Imagining Social Justice Education: Field Observations Final Expo; Social Issues facing educational systems in-class activity (final project prep); In-class Leadership exercise.

Module 9: December 7, Leadership for Change and Service to Society; Culminating discussion of contemporary educational leadership; Societal Issues Facing Schools/Education group project/presentation Due. Field Reflections Notebook Due; All resubmitted assignments due.

VI. Students Ethics and Other Policy Information: Attendance:

Attendance is not optional. Due to the collaboration, the reflective nature of the course, and the sequence of activities, students are required to attend all classes, arrive on time, and actively participate in a professional manner in each class.

If a class must be missed, **prior** to the absence the student must contact the professor for the details concerning the make-up assignment, and make arrangements to deliver any assignments due during that class to the professor.

The make-up assignment will be determined by the professor and the student. The assignment is due the class following the absence. Any assignments not given by the date of the missed class will be considered **late and receive a 20 percent grade reduction.**

Students are expected to arrive for class on time. More than two tardy arrivals to class will result in a **5 percent grade reduction.** Since attendance is especially critical, more than one absence will result in a diminished grade.

In the case of emergencies, the student is responsible for contacting her/his professor in a timely fashion and apprising the professor of the situation. Text, voice, or e-mail contact is preferred when an emergency occurs.

Students with Disabilities 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Academic Integrity 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re- submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty and good moral character.

The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen.

The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

APPENDIX

AED 633: Course Assignments

Critical Reflections of assigned readings will be prepared and shared during in-class discussions. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. You instructor will present specific guidelines in class on the appropriate procedure for reviewing published works (scientific journal articles, case studies, and theoretical reflections). Scoring will be Pass/Fail with a maximum of 25 points inclusive of all critical reflections assigned.

Analysis of Speeches

The purpose of this assignment is to conduct a retrospective analysis of two historic speeches that reflects a societal stance or personal conviction. Through narrative analysis, each candidate will detail the meaning, influence, and impact of these speeches during its original time period and their continuing influence on society today. Hints: Who is the speaker? Who is the audience? What is the topic or major points being made? Does the speaker successfully and articulately communicate the premise of the address? See the guidelines for speech analysis posted on the D2L site for AED 633. Scoring will be Pass/Fail with a maximum of 10 points inclusive of all critical reflections assigned.

The Cultural Autobiography is an out-of-class assignment wherein each student engages in his/her own self-reflective/reflexive examination of the biographical experiences/history of his/her life. See the Cultural Autobiography guidelines posted on the D2L site for AED 633. Scoring will be Pass/Fail with a maximum of 25 points.

All students will participate equally in a formal, professional presentations during class using presentation software applications. Time for collaboration on topic selection will be scheduled during class meetings and all presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

Social Issues Facing Schools and Educational Leadership is designed as a team activity where students work in teams to identify social issues dominant in schools/education and a strategy to address the issues for improvement, replacement or a need for further research. Included in the presentation will be the opportunity to examine data sets, methodologies, findings, creative and critical thinking, and case studies. Those Ideas for the presentation may be drawn from the student's own professional setting, selected readings reviewed in class, and from the Field Observations Notebook course activity. Guidelines for the Field Observations Notebook are available on the D2L site for AED 633. Scoring for this two-part activity: (Field Observations Notebook and formal group presentation) will be Pass/Fail with a maximum of 10 points for the Field Observations Notebook and 30 points for the formal presentation.