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Syllabus
Cultural and Social Foundations of Education
1168-EDF4604VC1168-92553

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GENERAL INFORMATION

Professor Information



Instructor:

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Course Description And Purpose

This course is designed to provide students with the knowledge, skills and dispositions needed to interpret the meaning of education and school in local, global, international and intercultural contexts and address emerging issues from multiple perspectives. **The study of social and cultural foundation of education will help professional educators to develop interpretive, normative and critical perspectives on education.** These perspectives, according to the Council for Social Foundations of Education (<http://www.uic.edu/educ/csfe/index.htm>) are vital to any foundations of education experience.

This course explores interdisciplinary understandings of the cultural and social realities of education in a modern, urban, industrial, global society. Through the study of sociological and cultural realities of education, students gain insight into the socio-cultural context of education. This course is part of the upper-division certification core for some undergraduate teacher education majors and also meets a Global Learning requirement.

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Course Objectives

Students will

- Know their content and engage in cross-disciplinary activities to ensure breadth and depth of knowledge. **Steward of the Discipline**
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved. **Reflective Inquirer**
- Reflect on practice and change approaches based on own insights. **Reflective Inquirer**
- Reflect on practice with the goal of continuous improvement. **Reflective Inquirer**
- Demonstrate the habits of mind of being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking responsible risks; being open-minded; striving for accuracy; applying past knowledge to new situations; thinking interdependently; and showing a sense of care for others. **Mindful Educator**

Taskstream

Taskstream is the School of Education and Human Development’s mechanism for documenting and tracking student mastery of the Florida Educator Accomplished Practices (FEAPs). As you complete your program, you create a set of artifacts from your coursework that will be archived in the Taskstream system. In each program course, there is one assignment (“artifact”) that is designated for Taskstream. The Taskstream assignment is designed to provide evidence of your accomplishment of one or more FEAPS. For this course, your Taskstream assignment is the Analytical and Critical Reflection Paper described in great detail in another document.

Major & Curriculum Objectives Targeted

SCHOOL UNIT OUTCOMES

This course will engage learners in systematic and reflective inquiry of ideas and texts germane to education, and deemed crucial to enhancing the educational enterprise. **The suggested readings will function as the foundation for shared inquiry and dialogue. Consequently, at the end of this course, the learners should demonstrate the College’s and the Global Learning for Global Citizenship learning outcomes of being a Steward of the Discipline, a Reflective Inquirer and Mindful Educator by proficiencies in the following:**

Unit/Program Proficiencies	Global Outcomes	Course Proficiencies
Steward of the Discipline: Know their content and engage in cross-disciplinary activities	Demonstrate understanding of the interrelatedness of local, global, international and intercultural issues, trends and systems.	Understand and can apply knowledge from the social foundations to interpreting the meaning of education and schooling in local, global, international, and intercultural contexts.
Reflective Inquirer: Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved. Reflect on practice and change approaches based on own insights. Reflect on practice with the goal of continuous improvement.	Assemble a multi-perspective analysis of an issue.	Understand and can apply critical perspectives on global education and schooling by thinking critically about educational issues through a form of inquiry that investigates dilemmas and problems and seeks resolutions that benefit all involved.
Mindful Educator: Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking reasonable risks; being open-minded; striving for accuracy; applying past knowledge and experience to new situations; thinking interdependently;	Address local, global, international and intercultural problems by taking action within the context of our own lives.	Be disposed to developing the habits of examining the normative and ethical assumptions of global educational practices and ideas: <i>Being analytical; managing impulsivity; persisting; thinking about own thinking; communicating accurately; being inquisitive; taking</i>

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showing a sense of caring for others.

reasonable risks; being open-minded; communicating accurately; applying past knowledge and experience to new situations; thinking interdependently; showing a sense of caring for others.

STUDENT LEARNING OUTCOMES: Upon the completion of this course, the students will have the following understandings, skills, and dispositions:

Knowledge + Understandings:

- Detect the to detect the distinctive and common qualities between their own perspective and the perspective of others concerning definitions of education, an educated personal and how these understandings may be politically, socially and economically biased.
- Analyze contemporary cultural and socio-educational issues and trends at the local, national, and international level to detect the distinctive and common qualities between their own perspectives and the perspective of others.
- Identify the role placed by cultural identities in modern societies and the contextual factors that affect the construction of cultural identities.
- Identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
- Apply historical, philosophical, and sociological perspectives to contemporary issues in American education.

Skills:

- Discuss prevailing world conditions associated with global education.
- Discuss how issues of cultural identities connect to prevailing world conditions associated with local, global, international, and intercultural issues, trends and systems.
- Discuss contemporary philosophical views on education that influence teaching. (*For Ed. majors & Minors: Students will design learning materials and teaching strategies, with a special emphasis on technology-based applications, to infuse a global perspective into individual disciplines and educational levels, and provide learning experiences that move the learner toward acquiring a global perspective).
- Demonstrate an understanding of the interrelatedness of education and global challenges.

Dispositions:

- Accept shared responsibility for infusing multicultural perspectives into a school curriculum or into their discipline of study.
- Accept human commonality, diversity and exceptionalities and democratic ideals.
- Deal with intercultural and transnational issues appearing in educational settings.

Teaching Methodology

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. No exams require the use of an approved proctoring center. Should you have any questions, please contact the professor.

IMPORTANT INFORMATION

Policies

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Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

- **School of Education and Human Development Conceptual Framework:** <http://education.fiu.edu/docs/Conceptual%20Framework%2006-19-09.pdf>
- **University's Code of Academic Integrity**—information available at: http://academic.fiu.edu/academic_misconduct.html.
- **University policies on sexual harassment, and religious holidays** (policies are available through: <http://academic.fiu.edu>)
- **University policies on Academic Misconduct** on <http://compliance.fiu.edu>
- <http://libguides.fiu.edu/citation>
- <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
- <http://www.plagiarism.org/>
- <https://owl.english.purdue.edu/owl/resource/589/01/>

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

26. Discussion Board
27. Adobe Connect (as needed)
28. Youtube
29. Groups
30. Journals

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

Students with disabilities, as defined by law, have the right to receive appropriate accommodations if their disabilities make it difficult to perform academic tasks in the usual way or in the allotted time frame. However, in order to receive accommodation, students with disabilities must register with the Disability Resource Center

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

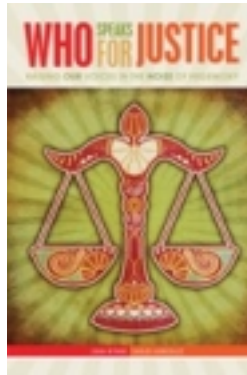
For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

This course has at least one prerequisite(s). Review the [Course Catalog](#) webpage for prerequisites information.

Textbook

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Who Speaks for Justice? Raising our voices in the noise of hegemony

WYNNE JOAN THERESE, GONZALEZ CARLOS

Kendall Hunt Publishing, 1st Edition, 2015

ISBN-10: 146527880X

ISBN-13:

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

Additional Notes: There may be other PDF readings required this semester.

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction video in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course at least 5 times per week
- Respond to discussion boards, blogs, and journal postings with 24 hours
- Respond to **emails within 48 hours**
- Submit assignments by the corresponding deadline. **LATE WORK IS NOT ACCEPTED.**

The instructor will:

- Log in to the course 5 times per week, Monday-Friday
- Respond to discussion boards, blogs, and journal postings within 7-10 days
- Respond to emails requesting meetings within 48 hours (please see email policy)
- Grade assignments within 7-10 days of the assignment deadline

COURSE DETAIL

Course Communication

Communication in this course will take place via **PHONE only (305) 495-9485** and **FIU Email only in emergencies: barantom@fiu.edu**

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

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- Due to a high volume of emails, my general policy for email is to respond only to emails which are emergencies. E-mail: You should only use email as a tool to set up a one-on-one meeting with me if office hours conflict with your schedule. That meeting can take place over the phone if you are an out of town student. Use the subject line “Meeting request.” Your message should include at least two times when you would like to meet and a brief (one-two sentence) description of the reason for the meeting. **Emails sent for any other reason will not be considered or acknowledged.** For more in-depth discussions (such as guidance on assignments) please plan to meet in person or call my office/cell phone. Our conversations should take place in person or over the phone rather than via email or text message, thus allowing us to get to know each other better and fostering a more collegial learning atmosphere. I will only address correspondence via my FIU email: barantom@fiu.edu. Blackboard messenger and Blackboard email are disabled for this course.
- I utilize announcements on Blackboard and send them to your FIU email account as a means of keeping in regular contact with students, to inform about technical issues, to announce when grades have been posted, and so forth.
- Technical issues should be addressed to FIU Help Desk
- Course questions should be addressed to the syllabus first and/or recorded sessions.
- Communication in this course will take place via **phone (305) 495-9485 or in-office communication ONLY** and via **FIU Email in emergencies ONLY @ barantom@fiu.edu**

Assignments are NEVER to be emailed and are ONLY to be uploaded to Blackboard (as per each assignment instruction). Blackboard message and blackboard email are not used for this course.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Discussion Forums (30 Points)

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

The Discussion Forums will be used as an avenue to carry out a dialogue with other students in the course regarding the topics and readings studied in the course.

- The discussion forums are extensions of the readings/assignments from the course and the text, *Who Speaks for Justice* and other assigned readings/videos. Students are expected to share information and ideas regarding the readings in the discussion forum. The discussions will remain open for follow-up and ideas throughout the semester. It is advised that you revisit as needed, as you may come across items of interest to share with your colleagues. Given that we are in a changing political and social landscape right now, I am sure much will arise for you to share.
- The discussion forum is exactly that, a place to carry out discussion. In the forum, your post may be a simple or complex. There is no right or wrong way to respond to the readings/videos. However you choose to post, be sure to include an explanation as to why you are posting your item and how it connects. Below are ideas for discussion posts:
 - Clearly worded response to the ideas in the readings
 - Videos about the reading topics
 - Articles about the reading topics
 - Art/creative works about the reading topics
 - Poetry about the reading topics

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- Personal video reactions to the reading topics
- At least a 150 word response to your colleagues
- Discussion #1 due by Friday, September 16 by 11:59 PM
- Discussion #2 due by Friday, October 14 by 11:59 PM
- Discussion #3 due by Friday, November 11 by 11:59 PM
- Discussion #4 due by Friday, December 2 by 11:59 PM

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Please note that the following information only applies if your course requires the use of the Respondus LockDown Browser to take assessments.

- Review the [Respondus LockDown Browser Instructions](#) on how to install, access your assessments and view your grades.
- After installing the browser, please take the Practice Quiz to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.

Critical Responses (70 Points)

There are a variety of critical responses due throughout the course. They are connected to course readings and videos. PLEASE READ EACH CRITICAL RESPONSE DESCRIPTION CAREFULLY. These descriptions will include information about whether the assignment is individual or involve group work, how to submit your work, as well as criteria for evaluation. For the readings/assignments from the **Wynne and Gonzalez text, *Who Speaks for Justice*(WSfJ)** and any additional **PDF/Weblinks**, you are required to complete a personal response. A personal reflective response is NOT a summary, but addresses compelling ideas that you discovered and your reactions to the content. The idea of personal responses are to engage in thoughtful internal dialogue about the idea of global issues and education. You should attempt, in your understanding of the readings to get "underneath" what you read in order to understand the social, political, and cultural underpinnings of the issues. Reading critically involves more than understanding the words or liking or disliking the texts; critical reading requires reflection. Clear expectations as to the readings for the responses are provided in the Assignment tab.

Some prompts are helpful for how you should approach these assignments. As you consider your reflections, think about these questions: (a) what are the texts' assumptions about the phenomena being discussed? (b) What are the implications of the assumptions and/or the arguments? (c) What is at stake in the texts arguments for the authors and for you? (d) Who (or what) are the authors arguing for or against? (e) How do the authors construct and articulate their arguments? (f) How do the texts "fit" (or not fit) in relation to your own thought and practice? (g) What questions did you find yourself asking after doing the reading? Please do not simply summarize the readings.

Each assignment is worth 10 points. Feedback and grades will be provided within 7-10 days of the due date.

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- Critical Response 1: Due by Friday, September 9 by 11:59 pm
- Critical Response 2: Due by Friday, September 30 by 11:59 pm
- Critical Response 3: Due by Friday, October 14 by 11:59 pm
- Critical Response 4: Due by Friday, October 28 by 11:59 pm
- Critical Response 5: Due by Friday, November 11 by 11:59 pm
- Critical Response 6: Due by Friday, November 18 by 11:59 pm
- Critical Response 7: Due by Friday, December 2 by 11:59 pm

Journal (100 Points)

Following the reading of the PDF chapter on Mindfulness by Schoeberlein, you will partake in a mindfulness practice, as described in the Schoeberlein chapter (please read the PDF). You will be keeping a daily and monthly journal of this practice. Your daily reflective journal will begin on Monday, August 29 and run Mondays through Friday (1 point each day = 5 points per week * 14 weeks = 70 points). You can post the journal in the following manner ONLY: a) post it daily on Blackboard in the corresponding week or b) keep a running journal on your laptop/pen and paper and then copy and paste it in the journal on Friday. **There should only be text in the journal entry, no attachments of documents.** An example reflective journal is provided for you. I have outline the mindfulness practices for you so that you don't have to "worry" about "doing it right".

On Friday, September 30, Friday, October 28, and Friday, November 25, (10 points each * 3 = 30 points), you will post a deeper comprehensive reflection on your mindful practice that connects ideas from your practice and your coursework and ideas and issues that have arisen in the month. Your comprehensive reflections are in addition to the weekday reflections.

Journal Assignment, 14 weeks: (100 points)

- Mindfulness Journal due daily and weekly beginning Monday, August 29 and ending Friday, December 2 by 11:59 pm
- Deep reflections: Due on September 30, October 28, and November 23 by 11:59 PM

Final Artifact (30 Points)

PLEASE READ THE ASSIGNMENT DESCRIPTION ON BLACKBOARD CAREFULLY. These descriptions will include information about whether the assignments are individual or involve group work, how to submit your work, as well as criteria for evaluation. Please see the description of the Final Artifact for specific instructions and grading rubric. There is a special Final Artifact Folder in addition to Artifact descriptions throughout the Modules. You are expected to read the assignment description and be prepared to ask clarifying questions during the Adobe Connect session. Unless otherwise noted, assignments are to be uploaded to Blackboard. The following libguide will be a useful resource for the completion of the project: <http://libguides.fiu.edu/edf4604>. All students in EDF 4604 are required to complete the Final Artifact assignment.

Feedback and grades will be provided within 7-10 days of the due date. Please see the Final Artifact Scoring Rubric for the details of the grading.

- Sign up for Pairs/Work alone for Final Artifact and Social Justice Topic (from approved list) and a brief explanation of the issue/topic due by Friday, September 2 by 11:59 PM (3 points Rubric Line 1)
- Bibliography of sources to be used (minimum of 10) due by Friday, September 30 by 11:59 pm (6 points Rubric Lines 2 & 3)
- Final Artifact Rough Draft due for peer review by Friday, November 11 (excluding cover page and abstract) (Will use full Rubric to evaluate, but no point value for grade)
- Final Critical Dialogue and Analytical and Critical Reflection Artifact due to Blackboard by Wednesday, November 23 by 11:59 pm (21 points Full Rubric)
- Final upload to Taskstream Due by December 7 by 5:00 PM or student may suffer grade penalization as per School of Education and Human Development guidelines.

Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online

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activities. We will be utilizing this tool to conduct class interactions and answer student questions. Additionally, any clarifications needed will be addressed here.

Meetings will be available as needed:

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

Grading

Course Requirements	Number of Items	Points for Each	Total Points Available
Quizzes	1	10	10
Daily Journal	70	1	70
Comprehensive Journal	3	10	30
Critical Responses	7	10	70
Final Artifact			30
Discussions	4	10	40
Total			250

Letter	Range	Letter	Range
A	232.5-250	B-	200-207.4
A-	225-232.4	C+	192.5-199.9
B+	217.5-224.9	C	175-192.4
B	207.5-217.4	D	150-174.9
		F	<150

COURSE CALENDAR

Weekly Schedule

Dates	Topic(s)	Task/Due Dates
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Dates	Topic(s)	Task/Due Dates
August 22- September 18	Introduction Mindfulness Single Story Teaching and Reflection	<ul style="list-style-type: none"> • Daily Mindfulness Journal Begins August 29 • Introduction Video and Single Story: Due by Friday, September 2 by 11:59 PM • Sign up for Pairs/Work alone for Final Artifact and Social Justice Topic (from approved list) and a brief explanation of the issue/topic due by Friday, September 2 by 11:59 PM • Critical Response 1: Due by Friday, September 9 by 11:59 pm • Discussion 1: Due by Friday, September 16 by 11:59 PM
September 19- October 9	Mindfulness Part of the Whole: WSfJ Part 1	<ul style="list-style-type: none"> • Critical Response 2: Due by Friday, September 30 by 11:59 pm • Daily Mindfulness Journal • Deep Reflection for Journal Due September 30 • Final Artifact Bibliography of sources to be used (minimum of 10) due by Friday, September 30 by 11:59 pm
October 10- October 23	Mindfulness Genius within the young: WSfJ Part 2	<ul style="list-style-type: none"> • Critical Response 3: Due by Friday, October 14 by 11:59 pm • Discussion #2: Due by Friday, October 14 by 11:59 PM • Daily Mindfulness Journal
October 24-30	Mindfulness Agency: WSfJ Part 3	<ul style="list-style-type: none"> • Critical Response 4: Due by Friday, October 28 by 11:59 pm • Daily Mindfulness Journal
October 31- November 13	Mindfulness Language: WSfJ Part 4	<ul style="list-style-type: none"> • Deep Reflection for Journal Due October 31 • Critical Response 5: Due by Friday, November 11 by 11:59 pm • Discussion #3: Due by Friday November 11 by 11:59 PM • Peer Review Final Artifact Rough Draft: Due by Friday, November 11 by 11:59 PM (Due BACK to the original authors by Friday, November 18)
November 14- December 9	Mindfulness Culture: WSfJ Part 5 Don't get comfortable: WSfJ Part 6	<ul style="list-style-type: none"> • Critical Response 6: Due by November 18 by 11:59 PM • Final Graded Critical Dialogue and Analytical and Critical Reflection Artifact due to Blackboard by Wednesday, November 23 by 11:59 pm • Deep Reflection for Journal Due November 23 by 11:59 PM • Critical Response 7: Due by December 2 by 11:59 PM • Discussion 4: Due by December 2 by 11:59 PM • Final upload to Taskstream Due by December 7 by 5:00 PM