# **EDUC X301: Foundations of Education (3 units)**

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*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP)****,*** *developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs),*developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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| **TPE 1:** Engaging and Supporting All Students in Learning | **TPE 2:** Creating and Maintaining Effective Environments for Student Learning | **TPE 3:** Understanding and Organizing Subject Matter for Student Learning |
| **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students | **TPE 5:** Assessing Student Learning | **TPE 6:** Developing as a Professional Educator |

1. **Course Description:** EDUC X301 considers the implications of historical and contemporary American social issues on child and adolescent learning. The course will emphasize K-12 education in diverse contexts, with a focus on poverty, stereotype threat, and immigration. Education policy will be critically evaluated in terms of student retention and success. The course will require candidates to integrate content into a personal philosophy of education and teaching.

1. **Course Goal and Outcomes**

1. ***Course Goal:*** The primary course goal is to provide candidates with a suitable foundation (historical, sociological, economic) for a cogent, personal philosophy of K-12 education and teaching.
2. ***Learning Outcomes:*** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
3. ***Literacy Definition and Course Component:*** CLO 1, 2

Digital literacy includes “the ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online, and the knowledge to appropriately vet and integrate those information sources. Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC)” (Greene, Seung, & Copeland, 2014, p. 55).

1. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CLO 1, 3
2. ***Inclusive Instruction Course Component:*** CLO 2, 3, 4
3. ***Technology Course Component:*** CLO 4

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

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| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Candidates will evaluate historical issues influencing child and adolescent learning in American K-12 education (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).  **Assessment: MindTap, SIPs** | Description, Points, Weight:  see below |
| **CLO 2:** Candidates will consider the implications of poverty for equitable access to educational resources (TPE 1, 2, 4; PLOs 1, 4, 5, 6, 7).  **Assessment: MindTap, SIPs, PET** | Description, Points, Weight:  see below |
| **CLO 3:** Candidates will critically identify implications of stereotype threat and contemporary immigration policy for student learning (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).  **Assessment: MindTap, SIPs, PET** | Description, Points, Weight:  see below |
| **CLO 4:** Candidates will apply historical, sociological, and economic insights to educational policy as relevant to K-12 learning (TPE 1, 2, 4, 6; PLOs 1, 4, 5, 6, 7).  **Assessment: MindTap, PET** | Description, Points, Weight:  see below |

| Description of Assessments | Points | **Weight** | Due Date |
| --- | --- | --- | --- |
| **Class Participation**  Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.  A grading rubric for this assignment will be distributed in class. | 5 | 5% | Weekly |
| **MindTap Activities**  MindTap is an interactive learning toolkit designed for your textbook. Log-in information, a quick start guide, and introductory video are provided in Canvas. Assigned activities are detailed through a course link provided when you purchase access to Cengage Learning. | 30 | 30% | Weekly |
| **Social Issues Presentation (SIPs)**  Several contemporary issues are particularly relevant to the retention and success of diverse K-12 learners. These issues are framed by the “secondary” course texts. In groups of 4 or fewer, select a topic/secondary text from the list. Consider this issue in detail. Trace the historical, sociological, and economic roots of the issue. Extend the discussion into the realm of federal and state education policy. What are we doing well? What needs to be remediated? Collaboratively plan and facilitate a 45-minute instructional encounter to suit. All group materials (i.e., lesson plan, power point slides, activities, audio-visual content) should be collectively managed and shared with the instructor using Google Docs. SIP Google Docs lacking evidence of group interaction and full participation from each member will receive a lower grade.  A grading rubric for this assignment will be distributed in class. | 30 | 30% | TBD |
| **Philosophy of Education and Teaching (PET)**  Write a 10-12-page philosophy of education and teaching. A central question should frame your document; namely, “how will I facilitate equitable and accessible student learning in a diverse region struggling with poverty?” Your philosophy of education and teaching should begin with a classroom “case study” or example from your current or anticipated teaching context. Use the case study to frame discussion of relevant social issues inclusive of (a) historical, (b) sociological, and (c) economic perspectives. The final section of your paper should address the issue and framing in terms of a selected approach to education and teaching. The PET should answer the implicit reader question, “how will this approach to education and teaching be transformative for children and adolescents living in settings with limited resources?”  A grading rubric for this assignment will be distributed in class. | 35 | 35% | Last day of class |

1. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

1. **Course Requirements**
   1. ***Class Attendance and Participation Policy*** 
      1. Attendance: Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
         1. Absences may impact a candidate’s final grade.
         2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
         3. The candidate may be asked to re-enroll or retake the course.
      2. Anticipated Absences: The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
      3. Late Work: In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
      4. Participation**:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
      5. Tardiness: A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
   2. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

* 1. ***Time Expenditure***

EDUC X301 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

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| Class Sessions | 45 hours |
| Readings & MindTap | 55 hours |
| SIPs | 15 hours |
| PET | 20 hours |
| **Total** | **135 hours** |

1. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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| --- | --- |
|  | % |
| Participation | 5 |
| Readings & MindTap | 30 |
| SIPs | 30 |
| PET | 35 |
| **Total** | **100%** |

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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| **Letter Grade** | **Percentage** | **Grade Point Equivalent** | **Graduate Level Grades** |
| A | 93-100% | 4.0 | Excellent |
| A- | 90-92% | 3.7 | Outstanding |
| B+ | 87-89% | 3.3 | Above Average |
| B | 83-86% | 3.0 | Average |
| B- | 80-82% | 2.7 | Satisfactory |
| C+ | 77-79% | 2.3 | Marginal, but not acceptable for credit in the Teacher Preparation Program |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  | Not acceptable |
| F | 0-59% |  | Not acceptable |

1. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| **EDUC X301 TENTATIVE SCHEDULE**  **(subject to change)** | | | |
| **Week** | **Topic** | **Before Class** | **Due** |
| 1 | *Welcome, introductions, and overview.*  Topic: Education and colonial America.  Topic: Understanding social change (history, sociology, economics).  Topic: Student teaching. | Canvas Module Week 1 | Canvas Module Week 1 |
| 2 | *Has American education changed society or vice versa?*  Topic: What is the Enlightenment?  Topic: Social, cultural, and economic capital.  Topic: What is skill in teaching? What is the connection between teacher beliefs and teacher behavior? | Canvas Module Week 2 | Canvas Module Week 2 |
| 3 | *American education in the Victorian Era.*  Topic: Emergence of modern schools.  Topic: Urbanization and education.  Topic: Introduction to inclusive teaching. | Canvas Module Week 3 | Canvas Module Week 3 |
| 4 | *Education after reconstruction.*  Topic: Ethnicity, gender, race.  Topic: Industrialization and poverty.  Topic. Collaboration: partnerships and procedures. | Canvas Module Week 4 | Canvas Module Week 4 |
| 5 | *Progressivism.*  Topic: Why Dewey?  Topic: Education as utility.  Topic: Teaching students with higher-incidence disabilities. | Canvas Module Week 5 | Canvas Module Week 5 |

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| 6 | *A challenge to Enlightenment ideals.*  Topic: The Great War and Holocaust.  Topic: Now what? Doubling down, post-modernity.  Topic: Teaching students with autism and lower-incidence disabilities. | Canvas Module Week 6 | Canvas Module Week 6 |
| 7 | *Utility 2.0.*  Topic: Education, vocation, and reform.  Topic: Banking.  Topic: Teaching students with other special learning needs. | Canvas Module Week 7 | Canvas Module Week 7 |
| 8 | *Education as empowerment.*  Topic: Power in the classroom.  Topic: The importance of dialogue.  Topic: Effective differentiated instruction for all students. | Canvas Module Week 8 | Canvas Module Week 8 |
| 9 | *The dangers of relativism. Whose values? Which learning?*  Topic: Tradition and poverty.  Topic: Tradition-sensitive instruction.  Topic: Response to intervention and multi-tiered systems of support. | Canvas Module Week 9 | Canvas Module Week 9 |
| 10 | *Identity and learning.*  Topic: Erikson, McAdams, reciprocity.  Topic: Identity and stereotypes.  Topic: Improving motivation and social behavior. | Canvas Module Week 10  Steele, chapters 1-3 | Canvas Module Week 10 |

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| 11 | *Identity interrupted—stereotype threat.*  Topic: Cultural mismatch.  Topic: Immigration policy.  Topic: Promoting inclusion with classroom peers. | Canvas Module Week 11  Steele,  Chapters 4-8 | Canvas Module Week 11 |
| 12 | *Identity plural.*  Topic: Peer-peer learning, learning assistants.  Topic: STAMINA.  Topic: Improving attention and memory. | Canvas Module Week 12  Steele,  Chapters 8-11 | Canvas Module Week 12 |
| 13 | *Finding Finland.*  Topic: Are children served by models or an indigenous approach to learning? | Canvas Module Week 13 | Canvas Module Week 13;  SIP |
| 14 | Social Issues Presentations | Canvas Module Week 14 | Canvas Module Week 14;  SIP |
| 15 | Social Issues Presentations |  | SIP  **Philosophy of Education and Teaching Due** |

**Required Texts**

Ornstein, A., Levine, D., Gutek, G., & Vocke, D. (2017). *Foundations of Education*. Boston, MA: Cengage.

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: Norton.

**Secondary Texts** (optional purchase TBD after in-class discussion; see Description of Assessments)

Baptist, W., & Rehmann, J. (2011). *Pedagogy of the poor: Building the movement to end poverty*. New York: Teachers College Press.

Majors, Y. (2015). *Shoptalk—Lessons in teaching from an African American hair salon*. New York: Teachers College Press.

Pratt, C. (2014). *I learn from children: An adventure in progressive education*. New York: Grove Press.

Zentella, A. (2005). *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Press.