

Department of Elementary Education
ELE 352.502 Social and Environmental Foundations
Summer II 2019

Instructor: Dr. Lauren Burrow

Pronouns: she/her/hers

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Other Contact Information: Course
GroupMe and d2l email

Course Location: Online

Office Hours:

1. virtual on GROUPME
2. f2f by appointment

Credits: 3 semester credits

Email: d2L

please note: any **changes** to the syllabus will be made IN D2L; **students** are responsible for noting and adhering to these changes

I. Course Description:

This course is an exploration of the classroom-to-world view, social justice, the role of culture, and community in the classroom.

Note: You are expected to complete the My Cultural Awareness Profile in LiveText for this class. Please complete within the first three weeks of this course.

Prerequisites: None

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

This course supports the College of Education's Vision, Mission, Goals, and Core Values in that it addresses each of the six core values:

Perkins College of Education's Core Values	In this course, we will:
Academic excellence through critical, reflective, and creative thinking	pursue academic excellence through developing and implementing the skills of <i>reading the world around us</i> , continuously critically reflecting on our praxis, and continuously attempting to be innovative facilitators;
Life-long learning	continue to construct new knowledge as it relates to pedagogy, schooling, and the social environment around us while acknowledging that continuous knowledge construction and reflection are needed throughout life to be a highly effective facilitator;
Collaboration and shared decision-making	embrace the opportunity to work collaboratively in a learning community;
Openness to new ideas, to culturally diverse people, and to innovation and change	explore culturally responsive pedagogy and current trends in education;
Integrity, responsibility, diligence, and ethical behavior, and	include integrity, responsibility, diligence, and ethical behavior in our critical reflections on theory, practice, and praxis;
Service that enriches the community	explore ideas about service learning and social justice ideas that can be implemented in the classroom.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

Program Learning Outcomes & Student Learning Outcomes

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1; InTASC 1).

- SLO 1.1 Candidates will develop an understanding of the *intersectionality* between historical, social, political, and cultural contexts of education through exploring the myth of education (indoctrination vs education), evolution of schooling in the United States [includes: Bilingual Education Act; Brown vs. Board of Education; Concepts of Culture; Critical Multiculturalism, Critical Pedagogy, Critical Theories; Environmentalism; Culturally Responsive Pedagogy; Deficit Ideology; DREAM Act; Elementary and Secondary Education Act; Eugenics; Globalization; International Perspectives; *Intersectionality* of Sociocultural Variables and Schooling (ex: Race/Ethnicity, Gender, SES, Sexuality, etc...); Language (EL/ELL/ESL); Legal and Defacto Segregation; IDEA (disabilities, accommodations, right to education); McKinney-Vento Law; Meritocracy; Political Ideologies; School Desegregation/Resegregation; School Funding; Sociocultural Learning Theory; Theories of Social Structures/Hierarchies; Structural Poverty] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.13k, 2.14k, 2.22k, 2.23k, 3.2k, 3.3k, 3.4k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Bii, TS4Ci) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a)).
 - SLO 1.1.1 Assessment—Critical Social Issues, Children's Literature Assignment
 - EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bii, TS6Diii
 - SLO 1.1.2 Assessment—Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a)).
 - SLO 1.1.3 Assessment - Reaction and Response Works
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a)).
- SLO 1.2 Candidates will draw on historical, legal, and philosophical knowledge of education to make connections between various theories, policies, and group experiences (EC12 Texas PPR Standards: 1.2s, 1.10s, 1.16s, 1.3k, 2.1k, 2.2k, 2.3k, 2.9k, 2.1s, 2.2s, 2.3s, 3.5k, 3.6k, 3.7k, 3.10k; Texas Educator Standards (TS): TS1Ciii, TS1Di, TS1Ei, TS1Eiii, TS2Ci, TS2Ciii, TS4Aii, TS4Aiii, TS4Bii, TS4Ci)
 - SLO 1.2.1 Assessment – Critical Social Issues, Children's Literature Assignment
 - EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bii, TS6Diii)

- SLO 1.2.2 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
- SLO 1.2.3 Assessment – Reaction and Response Works
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3; InTASC 2, 3, 5, 7, 8).

- SLO 3.1 Candidates will demonstrate an understanding of creating a culturally responsive classroom environment (intellectual, social, physical, emotional characteristics of learners, climate, routines & procedures, time management, managing/monitoring behavior, establishing classroom standards, flexibility, clear/accurate communication, questioning, giving directions, and the role of constructive feedback). (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.20k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Bi, TS1Ci, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Bii, TS4Aiii, TS4Aii, TS4Bii, TS4Ci)
 - SLO 3.1.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
 - SLO 3.1.3 Assessment – Reaction and Response Works
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4; InTASC 6).

- SLO 4.1 Candidates will analyze federal & state assessment policies and laws (special education, ELL, regular requirements) and the impact of local, national, and international assessment methods on the intellectual, social, emotional, and physical development of all children [includes but is not limited to: international comparative assessments, national and state standardized assessment, IQ and EQ assessment, equity/inequity of assessment, and selecting assessment methods] (EC12 Texas PPR Standards: 1.1k, 1.2k, 1.5k, 1.8k, 1.11k, 4.13k)

- SLO 4.1.1 Assessment – Reaction and Response Works
 - EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5; InTASC 9, 10).

- SLO 5.1 Candidates will understand federal and state legal requirements that affect a diverse student population (student records, teacher appraisal, FERPA, ELL, Student Discipline, Child Abuse, Homeless, Technology/Fair Use, Copyright, Acceptable Use Policy Requirements, CIPA) (EC12 Texas PPR Standards: 1.1k, 1.11k, 4.13k, 4.14k, 4.15k, 4.18k; Texas Educator Standards (TS): TS3Aiii)
 - SLO 5.1.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
- SLO 5.2 Candidates will know types of interactions among professionals, ways to contribute to schools outside of the classroom, engage in identifying a critical social issue, and work collaboratively with stakeholders to address the issue (EC12 Texas PPR Standards: 2.1k, 3.2k, 3.3k, 4.1k, 4.2k, 4.8k, 4.6s, 4.11s; Texas Educator Standards (TS): TS4Ai, TS6Bii, TS6Cii)
 - SLO 5.2.1 Assessment – Personal Growth through PD Experiences
 - EC12 Texas PPR Standards: 4.11s, 4.17s; Texas Educator Standards (TS): TS6Cii, TS6Bii, TS6Diii)
 - SLO 5.2.2 Assessment – Critical Social Issues, Children’s Literature Assignment
 - EC12 Texas PPR Standards: 1.11k, 1.18k, 1.22k, 1.8s, 4.18k; Texas Educator Standards (TS): TS3Aiii, TS3Bii, TS6Diii)
 - SLO 5.2.3 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
- SLO 5.3 Candidates will develop skills and values for ethical reasoning (Code of Ethics and Standards Practices for Texas Educators created by SBEC) (EC12 Texas PPR Standards: 3.2k, 3.3k, 4.13k, 4.14k, 4.15k, 4.18k)
 - SLO 5.3.1 Assessment – Reaction and Response Works
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s, 4.1k, 4.2k, 4.8k, 4.12k, 4.13k, 4.14k, 4.15k, 4.18k, 4.11s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii, TS6Dii). (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

- SLO 5.4 Candidates will identify and analyze learning resources that establish and maintain positive relationships with stakeholders and families (EC12 Texas PPR Standards: 1.5k, 1.2s, 1.5s, 1.18s, 3.2k, 4.1k, 4.2k, 4.8k; Texas Educator Standards (TS): TS2Ciii)
 - SLO 5.4.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).
- SLO 5.5 Candidates will attend and reflect upon attending a professional development meeting (EC12 Texas PPR Standards: 4.12k; Texas Educator Standards (TS): TS6AAi)
 - SLO 5.5.1 Assessment— Culturally/Socially Responsive Citizen and Teacher Plan
 - EC12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.7k, 1.8k, 1.11k, 1.12k, 1.14k, 1.16k, 1.18k, 1.22k, 1.23k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s, 1.19s, 1.20s, 1.23s, 2.1k, 2.2k, 2.3k, 2.9k, 2.10k, 2.13k, 2.14k, 2.22k, 2.23k, 2.1s, 2.2s, 2.3s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.7k, 3.10k, 3.7s, 3.8s, 3.9s, 3.10s, 3.20s, 4.6s; Texas Educator Standards (TS): TS1Ai, TS1Aiii, TS1Ci, TS1Di, TS1Diii, TS1Eiii, TS2Bii, TS2Biii, TS2Cii, TS2Ciii, TS3Aiii, TS3Bi, TS3Ci, TS3Cii, TS4Ai, TS4Aii, TS4Aiii, TS4Bii, TS4Ci, TS6Bii, TS6Cii) (Technology Standards: 5.1k (ISTE 4a), 5.2k (ISTE 4a), 5.3k (ISTE 4a), 5.1s (ISTE 4a), 5.3s (ISTE 4a), 5.5s (ISTA 4a/4c), 5.6s (ISTE 4a), 5.8s (ISTE 4a).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Description of Assignments

Detailed descriptions of and additional guidance for all assignments will be made available in d2L and discussed by the professor upon their release; students are responsible for keeping up with d2L posted descriptions/[changes](#) to any and all assignments.

All assignments are expected to be submitted by the d2L deadline (there will be a 24-hour grace period for MOST deadlines; after that time, work received will earn "0"points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade). All assignments will be graded on a 100-pt scale and be worth the designated percentage of your total course grade.

- **Weekly Reaction, Response, and Into-Action Works (50%)**

You are expected to submit weekly **reaction, response, and into-action works** about ALL weekly resources to D2L discussion board and dropbox, as indicated. Each **reaction, response, and in-action work** will be grade on a 100-pt scale and collectively contribute to 50% of your total course grade. The requirements for **reaction, response, and in-action work** are detailed in d2L. [For consistency and to speed up grading time, USE THE PROFESSOR-PROVIDED TEMPLATE to craft your reaction statement \(see d2L\).](#)

When responding to group members, please keep in mind that we will NOT attack each other or shame each other for any thoughts shared¹. If, at any time, you would like to "step out of the class" due to a sensitive topic/conversation ... please do so. Do NOT engage in arguments or get angry at peers who do not "see it your way." This class is more about YOUR journey, rather than making others walk the same path as you. You do not have to "convince" anyone else. We are not psychologists, counselors, etc. so do not attempt to diagnose each other. **I will monitor the DBs as best I can, but if you are concerned for a peer or yourself, please reach out to me, and I can contact the appropriate experts to help you/us work through any issues.**

Detailed descriptions of this assignment and additional guidance will be made available in d2L.

¹“Community Guidelines” for respectful discussion will be covered in Week 1 of the course.

Please note: in consideration of your group members, there is NO 24-hour grace period for *original posts of In-Action Work*, but *Reaction and Response Works* DO have a 24-hour grace period.

- **Personal Growth through PD Experience: Book/Movie Review (15%)**

This is a long-term assignment in which you are expected to arrange and complete PD (professional development) for the purpose of personal growth (which should later translate into teacher growth). To complete this assignment, you must either complete a book review of the assigned text (see d2l for details) or movie reviews for multiple *Netflix* films (see d2l for details).

Detailed descriptions of this assignment and additional guidance will be made available in d2L.

Please note: there is a 24-hour grace period on this assignment.

- **Culturally/Socially Responsive Citizen and Teacher Plan (10%)**

This is a two-part assignment in which you will be expected to *take steps to speak up to create a positive, safe, and responsive Community for your future Students and their Families ... NOW!* and then *develop a Classroom Community Plan that creates a positive, safe, and responsive Classroom for your future Students and their Families ... for LATER!*

Detailed descriptions of this assignment and additional guidance will be made available in d2L.

Please note: there is a 24-hour grace period on this assignment.

- **Critical Social Issue, Children Literature Assignment: (15%)**

You will identify a current critical social issue/event and prepare a song, poem, spoken work, children's text, or multi-media creation to appropriately present the issue to students in *grades 3-5*. Your final product must contain at least the following content:

1. explicit and clear identification of the chosen critical social issue/event
2. discussion/acknowledgement of fears, fiction, feelings commonly associated with/anticipated with the chosen critical social issue/event
3. clear, thorough (but succinct) presentation of the FACTS of the chosen critical social issue/event
4. a final thought/tip/advice/take-away to guide students towards more awareness or to encourage students to take positive action(s)
5. at least one resource for follow-up (this must be grade-level appropriate and can be included as a separate Word Doc if it does not logically fit within your chosen format for the assignment product)
6. at least 3 APA reference citations (this can be included as a separate Word Doc if it does not logically fit within your chosen format for the assignment product)

Detailed descriptions of this assignment and additional guidance will be made available in d2L.

Please note: there is a 24-hour grace period on this assignment.

- **Final Exam (10%)**

You will complete a Final Exam (Reflective and Comprehensive) at the end of the course.

Detailed descriptions of this assignment and additional guidance will be made available in d2L.

Please note: there is NO 24-hour grace period on this assignment.

PLEASE NOTE:

1. There is a syllabus quiz that you must complete during Week 1 of the course. This quiz does NOT count for a grade, but students may not move on until they complete the quiz (late work policies will apply during the "wait time" for the quiz to be completed).

2. *You must also complete the My Cultural Awareness form in LiveText. This is not for a grade, but is essential for program assessment and evaluation purposes.*

IV. Evaluation and Assessments (Grading):

Assignment ²	Percent of total course grade	SLOs
Weekly Reaction, Response, and In-Action Works	50%	1.1.3; 1.2.3; 3.1.3; 4.1.1; 5.3.1
Culturally/Socially Responsive Citizen and Teacher Plan	10%	1.1.2; 1.2.2; 3.1.1; 3.1.2; 5.1.1; 5.2.3; 5.4.1; 5.5.1
Personal Growth through PD Experience	15%	5.2.1
Critical Social Issue, Children's Literature Assignment	15%	1.1.1; 1.2.1; 5.2.1; 5.2.2
Final Exam	10%	All

Total Course % Grade:	Final Course Letter Grade:
100 – 90%	A
89 – 80%	B
79 – 75%	C
Below 75%	F

Class Attendance, Participation, Readings, and Discussions. Students are expected to have completed the assigned reading and viewed any assigned video clips *prior* to each class discussion. This will be a highly participatory class and preparation is essential.

- **Attendance Policy:** This course meets online. You are expected to login often to view any course updates, emails, discussion postings, etc. that is associated with this course. Weekly modules will typically be opened Sundays, 1230pm, with previous weeks closing on Saturdays, 11:59pm. You are expected to review all content in the weekly modules and actively participate in the discussion board.

Note: Regular class attendance and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

- **Participation:** As a future educator, you should appreciate the importance of class participation. The quality of your participation demonstrates the seriousness with which you are approaching your chosen profession. You are expected to read all assigned materials and view any video clips prior to your discussion postings. All assignments must be completed to earn an "A" in this course.
- **Late Assignments:** All work is expected by the assignment due date; a grace period of 24-hours will be given for MOST assignments (after that time --- if *prior* arrangements with the professor were not made --- work received will earn "0"points; however, it is in your best interest to still complete the work as all work must be completed to earn an "A" as a final course grade).

² All assignments must be completed to earn an "A" in this course.

*Note: All assignments must be completed to receive an “A” in this course. Any infringement of Academic Integrity may result in a grade of “F” in this course. **You are expected to complete the My Cultural Awareness form in LiveText.***

V. Tentative Course Outline/Timeline:

Timeline of Topics, Due Dates, Readings, and Assignments

(Note: This schedule is subject to change. Notification will be provided if/when any changes occur; students are responsible for keeping aware of any changes posted.)

DATES	TOPICS	READINGS	ASSIGNMENTS, due on Saturdays by 11:59pm (unless noted)
Week 1 (pre-opening: 07/14, 12:01am) 07/16 (12:01am) – 07/20 (11:59pm)	<p>Introductions/Becoming Familiar with ELE 352</p> <p>Construction of Identity, Culture, and Historical Narratives <i>We will be exploring ideas related to identity development and critical family history.</i></p>	See d2l module for assigned readings (including required textbook chapters + OERs provided by professor)	<p>LiveText: My Cultural Awareness Profile in LiveText due by 07/20, 11:59pm</p> <p>Reaction Work (dropbox) due by 07/20, 11:59pm</p> <p>In-Action Work (Discussion Board) due by 07/20, 11:59pm</p> <p>GroupMe intro due by 07/20, 11:59pm</p> <p>Recommended: start Personal Growth through PD Experience, due dropbox 08/10, 11:59pm</p>
Week 2 07/21 (12:30pm) – 07/27 (11:59pm)	<p>Early Education in the US/ The Common School <i>We will explore ideas related to: What/Who impacted the early structure of schooling in the United States.</i></p> <p>Schooling: Segregation in a Multiracial Society <i>We will explore the history of schooling as it relates to certain ethnic/racial groups in the US.</i></p> <p>Industrialization, “Science” and the Progressive Era <i>We will explore the ideology and political economy that influenced and emerged from the progressive era.</i></p>	See d2l module for assigned readings (including required textbook chapters + OERs provided by professor)	<p>Response Work to Week 1 (DB) due by 07/27, 11:59pm</p> <p>Reaction Work (dropbox) due by 07/27, 11:59pm</p> <p>In-Action Work (Discussion Board) due by 07/27, 11:59pm</p> <p>continue PG through PD Experience, due dropbox 08/10, 11:59pm</p>
Week 3 07/28 (12:30pm) – 08/03 (11:59pm)	<p>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part I <i>We will explore the emergence and persistence of the ‘scientific’ in education as well as meritocracy and intelligence.</i></p> <p>Constructing Difference: Politics, Economics, and the “Science” of Inequality, Part II <i>We will explore ideas related to social impact of various groups of marginalized students.</i></p> <p>Equality, Equity, and Civil Rights: Exploration of Race and Schooling <i>We will explore ideas related to the interaction of race and schooling in the United States.</i></p>	See d2l module for assigned readings (including required textbook chapters + OERs provided by professor)	<p>Response Work to Week 2 (DB) due by 08/03, 11:59pm</p> <p>Reaction Work (dropbox) due by 08/03, 11:59pm</p> <p>In-Action Work (Discussion Board) due by 08/03, 11:59pm</p> <p>Critical Social Issue, Children Literature Assignment (dropbox) due by 08/03, 11:59pm</p> <p>continue PG through PD Experience, due dropbox 08/10, 11:59pm</p>

<p>Week 4 08/04 (12:30pm) – 08/10 (11:59pm)</p>	<p>Equality, Equity, and Civil Rights: Schooling and Social Class <i>We will identify and explore class structure in the US as well as the interaction of class and schooling.</i></p> <p>Equality, Equity, and Civil Rights: Biological Sex, Gender, and Sexuality <i>We will examine the current historical moment as it relates to sex, gender, and sexuality in schooling and society.</i></p> <p>Educational Law, School Finance, and the Desire for 'Excellence' <i>We will explore key legislation related to education, equality, equity, and school finance.</i></p>	<p>See d2l module for assigned readings (including required textbook chapters + OERs provided by professor)</p>	<p>Response Work to Week 3 (DB) due by 08/10, 11:59pm</p> <p>Reaction Work (dropbox) due by 08/10, 11:59pm</p> <p>In-Action Work (Discussion Board) due by 08/10, 11:59pm</p> <p>Culturally/Socially Responsive Citizen and Teacher Plan (dropbox) due by 08/10, 11:59pm</p> <p>PG through PD Experience, due dropbox 08/10, 11:59pm</p>
<p>Week 5 + FINAL EXAM 08/11 (12:30pm) – 08/17 (11:59pm) **no late work for Final Exam**</p>	<p>Environmentalism and Education <i>We will explore ideas related to sustainability through education.</i></p> <p>International Perspectives and Globalization <i>We will explore various perspectives and frameworks related to internationalism, globalization, and education.</i></p> <p>The Classroom Environment: Approaches that Promote Diversity, Critical Consciousness, and Critical Engagement, Part I <i>We will explore frameworks that promote diversity, critical consciousness, critical engagement, and social equity through education.</i></p>	<p>See d2l module for assigned readings (including required textbook chapters + OERs provided by professor)</p>	<p>Response Work to Week 4 (DB) due by 08/17, 11:59pm</p> <p>Reaction Work (dropbox) due by 08/17, 11:59pm</p> <p>In-Action Work (Discussion Board) due by 08/17, 11:59pm</p> <p>FINAL EXAM (dropbox) due by 08/17, 11:59pm **NO LATE WORK**</p>

VI. Readings:

Required:

1. Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd. Ed.). New York, NY: Teachers College Press.
2. Gorski, P. (2018). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap* (2nd ed.). New York, NY: Teachers College Press.
3. Other required readings and viewing will be posted on D2L as OER (Open Educational Resources) with FREE access to you.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or

e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Note: You are expected to complete the My Cultural Awareness Profile in LiveText for this class. Please complete within the first three weeks of this course.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 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/>.

Academic Integrity: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Any infringement of Academic Integrity may result in a grade of "F" in this course.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

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; and/or;
- 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; and/or,
- 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).

Withheld Grades: Policy 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.

Acceptable Student Behavior: 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 <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin 936-468-1740 or snyderkel@sfasu.edu.

XI. Other relevant course information

Course References:

- Du Bois, W.E.B. (1935). Does the negro need separate schools? *The Journal of Negro Education*(4)3, pages 328-335. Retrieved from: <http://links.jstor.org/sici?sici=0022-2984%28193507%294%3A3%3C328%3ADTNSS%3E2.0.CO%3B2-K>.
- Gorski, P. (2008). The myth of the culture of poverty. *Poverty and Learning*(65)7, pages 32-36.
- Knaus, C. (2011). *Shut up and listen: Teaching writing that counts in urban schools (Black studies and critical thinking)*. Peter Lang Inc., International Academic Publishers.
- Rahimi, R. and Liston, D.D. (2009). "What does she expect when she dresses like that?" Teacher interpretation of emerging adolescent female sexuality. *Educational Studies*(45)6, pages 512 – 533.
- Spring, J. (2014). The American school, a global context: From the Puritans to the Obama administration (9th ed., pages 270 - 298). New York, NY: McGraw-Hill
- Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*(8)1, pages 69-91.
- Young, A. (1976). Educational philosophy of Booker T. Washington A perspective for black liberation.

Phylon(37)3, pages 224-235. Retrieved from: <http://www.jstor.org/stable/274451>.

Personal Notes from your Professor...

As your professor, it is my intent to provide the most equitable, safe, and positive learning environment that I can for you. In my course, I want to see, hear, respect, and value your unique existence and encourage you to share with me specific suggestions for improvement in order to ensure that my practices have their intended impact in your life. As a future teacher --- taking time to care for yourself is in the best interest for you AND your future students! To that end, please be aware of the following policies, practices, and organizations meant to assist the multiple types of students who may be experiencing unique life identities while pursuing a degree of education at SFASU. If you ever find you (or others) experiencing any of the following, please take time to communicate with me (sooner! rather than later) and/or seek assistance as outlined below.

For students experiencing food insecurity...

Food for Thought is a food pantry at SFA to help alleviate hunger among students. Visit on the 3rd floor of the Student Center, 3.201.



The infographic is a colorful graphic with a purple and green border. It features a central image of several brown paper bags filled with various canned goods like soups, beans, and vegetables. The text is arranged around this central image in different colored boxes and sections.

Mission
The purpose of Food for Thought Student Food Pantry is to provide supplemental healthy food to SFA students who are experiencing food insecurities.

Contact Information:
Office of the Dean of Student Affairs
(936) 468-7249
dosa@sfasu.edu

Hunger Jacks
Facebook: @NacHungerJacks

Food for Thought Student Food Pantry
www.sfasu.edu/foodforthought
Facebook: @food4thoughtsfa

Brought to you by:
SGA
HUNGER JACKS
Akin' Hunger One Meal at a Time

Food for Thought Student Food Pantry
Location
Baker Pattillo Student Center, Room 3.201
Open for Distribution
Mondays from 3 to 5 pm
(during the semesters only)

How to help:
❖ Donate targeted items
❖ Volunteer on distribution days
❖ Host a food drive
❖ Financial contributions

Targeted items:
Rice
Rice Sides
Pasta
Pasta Sides
Spaghetti Sauce
Macaroni & Cheese
Boxed Cereal & Oatmeal
Peanut Butter & Jelly
Fruit Juice & Canned Fruit
Chef Boyardee
Canned Beans
Canned Soup
Canned Chicken
Canned Tuna
Canned Vegetables
Salt, Pepper & Spices

How Food for Thought works:
❖ Students can come to Food for Thought during regular distribution hours of operation in the Baker Pattillo Student Center, Room 3.201.
❖ Students must bring their SFA Campus ID to every distribution day they attend. Without their SFA Campus ID, we will be unable to serve them.
❖ Every time a student comes to the food pantry, they will be asked to check-in at the Registration Table.
❖ Students can visit Food for Thought once a week.
❖ The Food for Thought Student Food Pantry is not a University-funded service.
❖ It is supported by charitable contributions and donations.
❖ All items are offered as available.

FOOD FOR THOUGHT
STEPHEN F. AUSTIN
STATE UNIVERSITY

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***Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!*

For students with DACA status...

Letter from the late President Baker Patillo, SFASU (fall 2017)

Dear SFA Community,

The recent announcement about the Deferred Action for Childhood Arrivals (DACA) impacts the SFA community. The change this new approach creates can dramatically impact the lives of young people who were brought to the U.S. as children. Some of those young people affected are Lumberjacks. Each one of them is valued. Each one of them contributes to the SFA experience.

We recognize that though we are very different from one another, we are united by the Lumberjack Spirit. When we espouse the root principles of The SFA Way, we pledge our commitment to Respect, Caring, Responsibility, Unity and Integrity. Now is a time to reinforce our commitment to these principles for every student, from every background and experience, who made SFA their university of choice. It is through their commitment to the transformative experiences we offer that we all benefit.

Like other university presidents from across the nation, I hope that Congress swiftly passes bipartisan legislation that will provide a permanent solution for this issue. Our students who are affected by the DACA changes need a clearly defined and understandable pathway that allows them to continue to live, work, study and achieve citizenship in the only nation many of them have ever known as home.

Sincerely,

Baker Patillo

President

For students with parenting responsibilities...

Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

For students in need of mental health services...

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

"In keeping with our philosophy of promoting positive mental health and safety, Counseling Services assists SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for students and through outreach, presentations, training and consultation for the campus community." For more information: <http://www.sfasu.edu/counselingservices/>

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.

The professor reserves the right to change this syllabus at any time to meet the emergent needs of students, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify students of any changes, in writing, in d2L. It will be the responsibility of the students to stay aware of any changes made to the original syllabus. Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each student's overall course performance, taking into account assignment submissions and overall professional demeanor.