



EDC 200: Social Foundations of Education

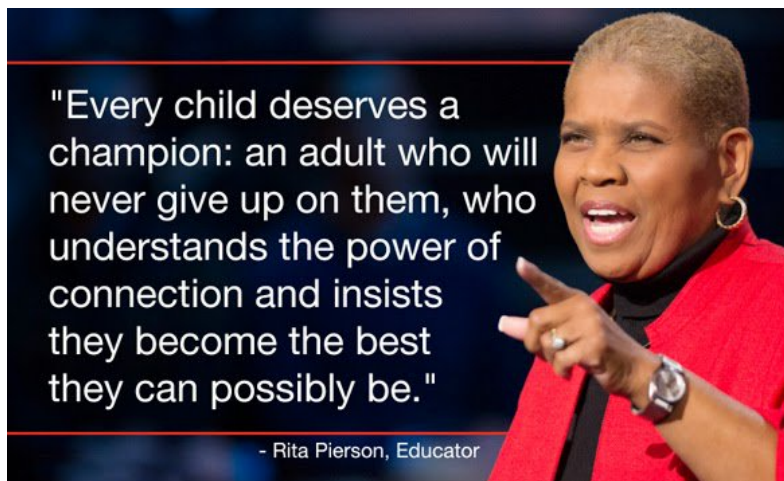
Semester: Fall 2023

Class Time: Monday 12:40 - 2:50

Location: Online Synchronous via Zoom (<https://us02web.zoom.us/j/9530314526>)

Professor: Dr. Joanna Maulbeck

Office Hours: Via Zoom on Mondays 3 pm - 4 pm and Thursdays 5 pm - 7 pm (<https://us02web.zoom.us/j/9530314526>); I am also happy to meet (either virtually or in person) by appointment.



This course is preparing you to be a thoughtful and reflective educator that is able to connect with students in the classroom, as well as with members in your community. You will be positioned to be a teacher advocate, standing up for the needs of your students and community.

LEARNING OUTCOMES are statements that specify what learners will know or be able to do as a result of a learning experience. Key learning outcomes for this course are:

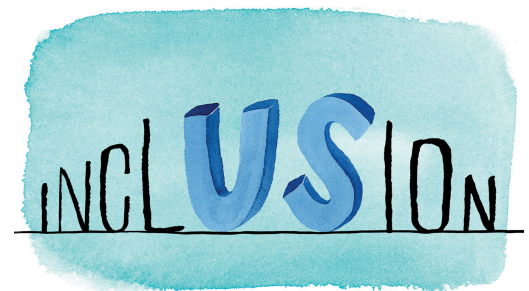
- Understand and make connections between the philosophical, historical, sociocultural, and political foundations of education.
- Appreciate the value of a play-based philosophy that emphasizes active learning experiences for young children.
- Analyze key theories and historical movements that have shaped approaches to education.
- Demonstrate an understanding of the role of culture and society in shaping ideas about the purposes of and approaches to schooling.

- Reflect on how your own cultural background and personal experiences shape your ideas about the purposes of schooling and about desirable approaches to Early Childhood/Childhood education.
- Recognize what culturally responsive teaching practices are and why they're important.
- Identify some key political trends and perspectives that shape contemporary educational policies and practices at the local, state, and national level.
- Draw on information and ideas addressed in the course, as well as personal beliefs and experiences, to articulate an emergent philosophy of education.
- Engage in self-reflection to evaluate performance and progress.
- Use critical thinking and analysis when speaking, reading, and writing.
- One of the major learning outcomes of this course is to understand the role of culture and society in shaping ideas about the purposes of and approaches to schooling. Technology has had a profound impact in recent years on society, including the ways we learn, the educational system and approaches to schooling. As future teachers it is important to critically understand the ways in which computer technology has fundamentally shaped society, as well as a critical understanding of the knowledge, skills and capacities necessary to successfully navigate our networked informational digital world. Baked into this course will be a series of critical digital literacy learning moments and assignments aimed at understanding how we can leverage computer technology to access digital information in a responsible and ethical way. Also, in order to best prepare the next generation to be successful in today's digital world, we need to critically think about the joys and implications of using digital technologies.

CIVILITY IN OUR COMMUNITY – HUMAN RIGHTS:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. We will likely not agree with everything that is said or discussed in the classroom, yet it is expected that we are courteous to others. We will disagree and still treat each other with respect at all times.

I fully support the CUNY policy in providing services for students without discrimination in regard to race, color, national or ethnic origin, religion, age, size, sex, sexual orientation, gender identity, marital status, ability, genetic predisposition or carrier status, documentation, citizenship, military or veteran status, or status as target of domestic violence. Therefore, in this classroom, any acts of harassment and/or discrimination are not acceptable.



I have a commitment to creating a safe space on our campus for all – including gay, lesbian, bisexual, transgender and questioning individuals. Our campus includes over 200, specially trained, Safe Zone Allies. You can find them by looking for the Safe Zone cards with the rainbow triangle symbol throughout campus.

I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, please make an appointment to discuss them with me, and I will respect your rights concerning privacy and confidentiality.

Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and urge CUNY to serve as a sanctuary. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

ACCOMMODATIONS FOR STUDENTS:

There are various resources available for students on campus. Connecting with the appropriate office can be helpful in your journey as part of our community at KCC. Please note the resources that are available to our community:

- *Access-Ability Services (AAS)* serve as a liaison and resource to the KCC community, promoting equal access to all KCC programs and activities, making every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. I recognize that everyone learns in a unique way and will do my part in differentiating instruction accordingly. I am committed to working with you and AAS in making appropriate accommodations. Documentation regarding accommodations may be acquired by contacting the Access-Ability office (D-205), Tel. No. 718-368-5175.
- *The Access Resource Center (ARC)* provides a wide range of holistic services to the College community and empowers students to overcome life barriers in order to achieve their educational goals. Some ARC Services include: government benefit screens, access to food resources, and financial wellness and support services. Much of my research and work centers around how outside-of-school factors impact our learning experiences. If you feel that you need assistance with housing/food/finances, I encourage you to visit ARC, which is located in E-115 and may be reached by phone at 718-368-541.
- *The Counseling Center* offers free and confidential mental health counseling services to all currently enrolled students. If you are a registered student, you can call the Counseling Center at 718-368-5975 or email Counseling.Center@kbcc.cuny.edu to schedule an appointment. I encourage you to reach out to the Counseling Center if you feel that you would benefit from someone listening and providing clarity in a private, safe, non-judgmental atmosphere.
- *The New Americans Center (NAC)* provides free immigration legal services to Kingsborough Community College and the surrounding Brooklyn communities. As an immigrant myself, I understand the value of such services. To make an appointment email: nac@kbcc.cuny.edu or call 718-368-5787.

Please feel free to ask me if you feel like you need a service but are not sure where to go. I am committed to connecting you with resources that will position you for success in my class and beyond.

CUNY POLICY ON ACADEMIC INTEGRITY:

The Policy on Academic Integrity, as adopted by the Board, is available to all candidates. Academic Dishonesty is prohibited by the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates’ issues are available to you at:

http://www.kingsborough.edu/Academic_Integrity_Policy.pdf

PROFESSIONAL GUIDELINES:

We are a community of learners. In order to build and grow within our community, please make every effort to attend class and be present while doing so. In other words, while in class, respectfully take time to hear what your classmates are saying and contribute to conversations as much as possible. Also, please keep your phones silent and resist the urge to check them often. We have a lot to learn from each other and will do so collectively if we each make the effort to make the most of our time together.

READINGS:

- Required readings will be on our Blackboard site. A textbook is not required for the course. Instead, a varied collection of articles and book chapters will be available for you on Blackboard under corresponding topics and dates.
- Articles and handouts will be posted under the “content” section of our class Blackboard site.

REQUIRED MATERIALS: (Please try to remember to bring these materials into class for each session, as they will help us stay organized as we engage in the learning process.)

- Notebook
- Weekly readings
- A pocket folder to keep all of your handouts and articles in
- Highlighters, pens, and post its
- This syllabus

COURSE OVERVIEW:

(This plan is tentative and may change based on student needs.)

Date of Class	Topic	What is due by 12:30 PM on the outlined dates?
9/11	-Introduction and Overview -Fieldwork Experience Journal Overview -Recollection of Schooling Experience Project Overview	

9/18	-Recollection of Schooling Experience Presentations -Conceptualizing Personal Experiences within a Broader Context -Advocacy Project: What am I passionate about in the field of education?	-Assignment and Presentation: Recollection of Schooling Experience
9/25	NO CLASSES SCHEDULED	NO CLASSES SCHEDULED
10/2	-Preparing for Research: What is computing and digital literacy? How do you know a source is credible?	
10/9	NO CLASSES SCHEDULED	NO CLASSES SCHEDULED
10/10 *Note this is a Tuesday	-Preparing for Research: Power and Media; Whose voice is included/excluded?	-Written Reflection #1
10/16	-Preparing for Research: Power and Media; Whose voice is included/excluded? -Advocacy Project Template: Overview of Questions 1 and 2	-Assignment: How can I tell if a news article is credible?
10/23	-Advocacy Project Template (Questions 1 and 2 Reviews) & Advocacy Project Template (Questions 3 and 4 Overview)	-Written Reflection #2 -Advocacy Project Template Questions 1 and 2
10/30	-Students, Teachers, and Community Members as Advocates	-Advocacy Project Template Questions 3 and 4
11/6	-Historical Figures as Advocates in Education	-First Draft of Advocacy Paper
11/13	-Historical Figures as Advocates in Education	
11/20	-Advocacy Project Presentations	-Final Draft of Advocacy Paper -Advocacy Project Presentations
11/27	-Advocacy Project Presentations	-Advocacy Project Presentations
12/4	TBD based on student interest/need	-Written Reflection #3
12/11	NO CLASS; READING DAY	
12/18	Final Review/Synthesis of Course	-Submit any final revisions by 12/18 -Make sure you have logged 20 fieldwork hours into your journal and completed your timesheet.

COURSE REQUIREMENTS AND GRADING:

Fieldwork Experience Journal (20 points): Within this course, you will do 20 hours of fieldwork. Fieldwork consists of attending events (in person/virtually) that will help you learn about the education system through experience. Five hours may be used towards on-campus events and 15 will be used for events in the broader community. When you log into Blackboard, on the left hand side will be a tab that reads “Fieldwork Experience Journal.” When you click on the tab, a write-up will appear, providing you with links and suggestions as to how to fulfill your 20 hours. You have a lot of choice in terms of which events you attend and when. This is so that the experience is meaningful to you. There may be events that are not listed here that you are interested in attending. Please share resources/ideas that may be helpful for the group and we will collectively adjust this list. EVERY time you attend/watch an event, you will log a journal entry. For each entry, answer information regarding the name of the event, the date you attended, the time the event began, the time the event ended, and modality/location of the event. You will also answer the following questions about EACH event: 1) Please describe the *purpose* of this event including who organized it, who attended, and who led it. 2) Why did you choose this event? 3) Please describe your *impressions* of this event including what you learned, and what questions or wonderings it raised for you. 4) Did this event inspire you to take any particular *actions*? If yes, please describe what these actions might be. 5) In what ways, if any, did this event connect to what we’ve been learning about in class? 6) In what ways, if any, will this event impact your work as a current and/or future educator? 7) Is there anything else about this event that you’d like to share? Before you hit submit, ask yourself - Is my journal entry...

Clear?

Complete?

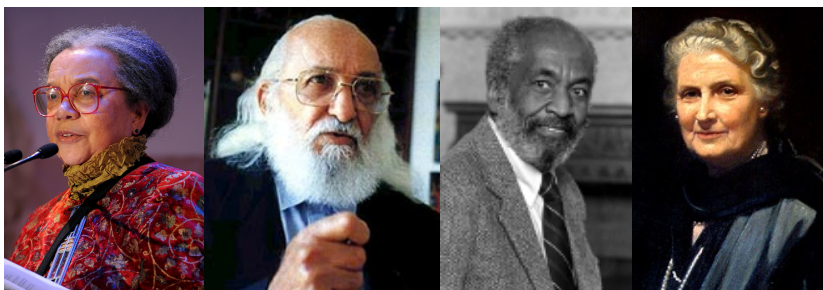
Specific?

Deep and detailed enough to convey to the reader what your thoughts and experiences are about this event?

Note: You will have MULTIPLE journal entries throughout the semester since you are logging for a total of 20 hours. You will also log all of your hours within a fieldwork timesheet (which is also available on Blackboard).

Recollection of Schooling Experience Project (10 points):

You will create a visual (using photos/quotes/work samples) to illustrate your experience as a student in the K-12 school system. You will present your visual to a small group and answer questions that may come up in the group regarding your experience. You will submit your visual into Blackboard by 9/18 and present it to your peers on 9/18. Within this assignment, you are making general statements that describe your schooling experience and using visuals to support those statements.



Advocacy Paper Template

(5 points): Within this course,

you will work on an advocacy project, where you research and advocate for a cause that relates to teaching and learning that you are passionate about. In order to guide you in organizing your paper, I will provide you with a template with 4 questions to help you organize your ideas. Please submit answers to the first two questions by 10/23 and questions 3 and 4 by 10/30.

How Can I Tell if a News Article is Credible? (5 points) To guide you through your advocacy projects, we will evaluate sources to ensure that the information that we base our papers on is credible. On 10/10, you will submit this assignment via Blackboard.

Advocacy Project (20 points): You will select a topic that you are passionate about that pertains to teaching and learning (e.g. creativity in the classroom, teacher salaries, diversity in the classroom, zoning). Within this paper, you will: 1. Introduce the topic and state why it is important to you. 2. Provide the reader with a historical overview of the topic. 3. Describe how the cause that you are advocating for is being addressed **and** research ways that **you** can be an agent of positive change and contribution. 4. Advocate for the cause in a way that is applicable to the project (e.g. visiting a local elementary school to teach a lesson using a specific pedagogy, writing a letter to a political representative, etc.) and reflect on the experience. When reflecting, answer the following questions - What did you DO in the spirit of advocacy? What did you learn

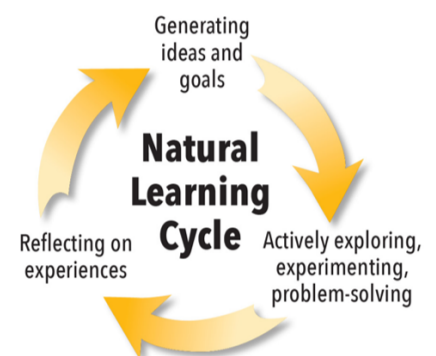


from this experience? The first draft is due on 11/6 and the final on 11/20.

Advocacy Project Presentation (10 points): At the end of the semester, you will share your advocacy work with your peers. In about 5 minutes, you will summarize your advocacy project and describe the lessons that you learned.

Written Reflections (10 points): Learning experiences become meaningful when we have time to reflect on them. Within the course, you will have three reflections due at different points of the semester, with Reflection 1 due on 10/10, Reflection 2 due on 10/23, and Reflection 3 due on 12/4.

Participation (20 points): **So much** learning happens when we have conversations with one another and when we participate in activities



in class. A significant portion of your grade (20 points) will take into account your presence in class and contribution to discussions.

Calculating your grade:

A+= 97-100	B+= 87-89	C+=77-79	D+= 67-69	F = below 60
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A - = 90-92	B - = 80-82	C - = 70-72	D - = 60-62	

We learn by making and reflecting on mistakes. You have the opportunity to re-do any/all of your work by the final exam date, responding to feedback within the initial drafts. I look forward to growing as a community as we embrace our imperfections. Let's have a great semester!