Instructor Information:

Jon N. Hale, Ph.D.
Department of Teacher Education
School of Education Building, Room 235
86 Wentworth St
Charleston, SC 29424
halejn@cofc.edu
(843) 953–6354 (office)

Office Hours:
T, TH: 8:00-9:00; 3:00-5:00 and by appointment

Course Description:

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical, historical, and sociological theory as a way to provide a foundation for understanding the purpose of schooling, the relationship between schools and society, and the role of the profession of teaching in achieving or hindering educational equality. Specific attention will be paid to teachers become advocates and how to specifically use advocacy for low-income, historically marginalized groups, and the factors that impact educational achievement and experiences of children and youth, e.g. neighborhoods, communities, schools, policies families, youth and teachers. In becoming teachers as advocates for children and youth, students in this course will also come to understand the social foundations of teaching and their own positioning in society. Students will gain content knowledge in the social foundations, socio-political and organizational context of teaching as a way to develop their own plans for advocacy to create a high quality school and classroom experiences for children and youth.

Required Texts:


Supplemental course readings will be posted on OAKS

Student Learning Outcomes:

All courses in the teacher preparation programs in the School of Education (SOE) are guided by a commitment to “Making the Teaching Learning Connection” through three Elements of Teacher Competency (ETCs) which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and, 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher. Course objectives are aligned with the SOE standards.

- Students examine how to be an advocate for children and youth in the school and classroom.
- Students will develop necessary leadership skills required to fully understand policies related to children and youth.
- Students reflect upon their own practice in light of policies and practice.
- Students analyze how policies are made, enacted, and implemented in schools and classrooms.
- Students articulate an advocacy plan based on course readings and independent research.
- Students submit a literature review or research proposal to assist in their MTLA capstone project.

Attendance:

Attendance will be taken. Policies and procedures for this course correspond to the policies and procedures statement developed and approved by the faculty of the School of Education. Students who miss more than two classes will be dropped from this course regardless of the time of the semester. Absences beyond two absences will only be excused with a medical note, a formal discussion with the instructor, and documenting the absence with an Absence Memo through Student Affairs. Moreover, students with more than two absences will not be awarded points for participation. No texting or use of social media in class.

Course Assignments:

All writing assignments must be submitted in the OAKS dropbox for this course.

Assignment 1: Media Representation of Teachers (50 pts)
For this assignment, each student will briefly discuss a theme found in historical and/or contemporary media coverage of teachers found in: at least one film (Dangerous Minds, Lean on Me, Freedom Writers, or Waiting for Superman); education blogs, including Education Week, Eduwonk, Conservative Teachers of America, Teach for Us, or blogs by Diane Ravitch or Randi Weingarten (or others with instructor approval); and local and/or national media. The aim is for you to see how teachers and the teaching profession are portrayed in the media alongside our readings.

Each paper (4-5 pages) should meet the following components: a) briefly summarize the media representation that you are discussing; b) elucidate the portrayal of teachers (positive, negative, expectations, assignment of responsibilities, roles/boundaries/capacities, critique of teachers personal or professional, behaviors or
dispositions contained in the piece, and critique this portrayal if you feel it warrants criticism; c) draw connections to course readings or discussions. **Due October 10**

**Assignment 2: Advocacy Analysis and Agenda (50 pts)**

Students will examine current day tensions in the teaching profession and how the status of teaching is impacted by these tensions. Students must select one issue pertaining to poverty, race, and/or LBGT-related discrimination and address the following components: a) how macro, policy or historical structures contextualize the tension; b) how macro, policy or historical structures hinder or enhance teachers' work, specifically teachers' ability to become critical educators and advocates in regard to the issue; c) how educators can specifically advocate for students and youth affected by the tension you select. In this 4-5 page paper, students must utilize course texts and supplemental OAKS course readings. **Due November 21**

**Assignment 3: School Board Meeting Attendance and Review Paper (50 pts)**

Students will attend a Charleston County School Board meeting. Meetings are held on the fourth Monday of each month at 5:15 (until 7:30) at the Charleston County School District office at 75 Calhoun Street, August 28, 2017, September 25, 2017, October 23, 2017, November 27, 2017. **Select a date now!** (for more information, see: https://www.ccsdschools.com/about_us/board_of_trustees/meeting_schedule_2017-2018/) Students are required to take field notes while observing the entire school board meetings. The instructors will provide a template for the Observation Protocol. Students should raise questions and scholarly connections between what local policy-makers want/expect of families and youth, and communities, and connect that to your role as educators and advocates. Students will engage in field research and begin to think like a teacher-researcher.

In addition to submitting your field notes, you will write a short paper that a.) summarizes the events at the meeting; b.) draws connections to the meeting and topics discussed and covered in class; c.) considers how various actors did or did not advocate for children, youth, and/or families. In other words, what issues were discussed and how were children and youth advocated for or not advocated for? Were children and youth involved in the decision-making/discussions? Were families advocated for? Were low-income, or racially marginalized groups advocated for or ignored? ; d.) draws connections to at least three course texts and supplemental OAKS readings. These are the criteria for your grade on the paper. **Due November 28**

**Assignment 4: Presentation (50 pts)**

Students will give a 10-15 minute presentation on the key components of their capstone project and next research steps. Presentations will provide an overview of their project and must be presented using PowerPoint or Prezi (or other approved professional formats) **Due November 28.**

**Assignment 5: Research Proposal (100 pts)**

Your capstone research project will begin with a research proposal. This is the foundation of your capstone project because it will be used to ascertain Institutional Review Board (IRB) approval and to conduct the research needed for your final research paper needed for successful completion of the MTLA program (10-12 pages). Your proposal must contain:

- **Abstract**, which is a concise statement that summarizes the goals and objectives for the project, the project's intellectual merit, the population affected by the project and the anticipated outcomes

- **Introduction**, which will address the intellectual merit and larger context of the project. This discussion should elaborate on the aspect/problem/issue in education that the project will address. The introduction must also explain the need for advocacy, reform or change in relevant policy or other factors that this research seeks to address

- **Project Goals and Objective**, which will identify the overarching goals/questions for the project; the objectives that will be met along the way to address these goals; a description of the methodology
that will be used to address the project goals/questions; a projected timetable for completion of each objective

**Literature Review:** A literature cited section must be included. All literature should be cited using APA style formatting and should include parenthetical citations.

**Anticipated Outcomes**, which will address the anticipated product (curriculum, teaching resources, research, etc.) and/or the intended advocacy plan of the capstone project. This section will also explain how your research findings (or product) be disseminated to education professionals, families, students, communities or other key stakeholders impacted by your project **Due November 30**

**Total Course Points:** 300

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
</tr>
</tbody>
</table>

*F= Any grade of a 74 or below is considered a failing grade for all graduate students.

**Honor System:**

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

**Americans with Disabilities Act (ADA):**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services at 843.953.1431

**Course Reading and Assignment Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22</td>
<td>▪ Introductions</td>
<td>▪ Syllabus (In Class handout)</td>
</tr>
<tr>
<td></td>
<td>▪ Syllabus Review</td>
<td>▪ Research Proposal Overview and Expectations</td>
</tr>
<tr>
<td></td>
<td>▪ Assignment Descriptions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Definition of Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Topic 1: A History and Socio-Political Context of Advocacy</strong></td>
<td></td>
</tr>
<tr>
<td>August 29</td>
<td>▪ Merits of Advocacy</td>
<td>▪ Dana Goldstein, <em>The Teacher Wars</em>, 1-109</td>
</tr>
<tr>
<td></td>
<td>▪ A History of the Profession</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Teacher Unions</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>§ Micro v. Macro level reform</td>
<td>Dana Goldstein, <em>The Teacher Wars</em>, 110-276</td>
</tr>
<tr>
<td></td>
<td>° Tropical Storm Irma – Class Cancelled September 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>§ Education and Social Change</td>
<td>Myles Horton, <em>The Long Haul</em>, 1-81</td>
</tr>
<tr>
<td>September 26</td>
<td>§ Contemporary Goals of Education</td>
<td>David Labaree, “Public Schools for Private Advantage,” 15-52 *OAKS</td>
</tr>
<tr>
<td></td>
<td>§ Capitalism and Education</td>
<td>Bowles and Gintis, <em>Schooling in Capitalist America</em>, Chpts. 1 &amp; 9 *OAKS</td>
</tr>
<tr>
<td>Topic 2: Professional Identity and Critical Advocacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>§ Critical Pedagogy</td>
<td>Patricia Hinchey, <em>Becoming a Critical Educator</em>, chpts. 1-4</td>
</tr>
<tr>
<td>October 10</td>
<td>§ Classroom identity</td>
<td>Matthew Hughey, “The White Savior Film and Reviewers’ Reception,” 475-496 *OAKS</td>
</tr>
<tr>
<td></td>
<td>§ Contemporary Issues in Education</td>
<td>Patricia Hinchey, <em>Becoming a Critical Educator</em>, chpts. 5-6</td>
</tr>
<tr>
<td>October 17</td>
<td>§ Professional Status of Teaching</td>
<td>Dan Lortie, <em>Schoolteacher</em>, 1-51 *OAKS</td>
</tr>
<tr>
<td></td>
<td>§ Teacher Burnout</td>
<td>Ingersoll and Merrill, “The status of teaching as a profession,” in Ballantine and Spade (eds.), <em>Schools and Society</em> <em>OAKS</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dworkin, “School Reform and Teacher Burnout,” in Ballantine and Spade (eds.), <em>Schools and Society</em> <em>OAKS</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Teacher in the Media Paper due</em></td>
</tr>
<tr>
<td>Topic 3: Advocacy in the Contemporary Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td>§ Education and a multiracial and multiclass society</td>
<td>H. Richard Milner, <em>Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms</em>, 1-142 *OAKS</td>
</tr>
<tr>
<td></td>
<td>§ Poverty and Education</td>
<td></td>
</tr>
</tbody>
</table>
October 31
- Teacher Decision-Making
- Control of Schools
- Advocacy in a local and federal context
- Richard Ingersol, *Who Controls Teachers’ Work?* Chpts. 1-4

November 7
- Business partnerships and school reform
- Elected officials and school reform
- Richard Ingersol, *Who Controls Teachers’ Work?* Chpts. 5-7

November 14
- Charleston and Education Advocacy

November 21
- Research Topic selection
- Education Advocacy Panel
- Advocacy Analysis and Agenda Paper due

November 28
- Research Proposal Topics
- Student Presentations
- School Board Observations and Analysis due
- Capstone Proposals (November 30)

Bibliography:


