School and Society
Education 440

The University of Detroit Mercy
College of Liberal Arts and Education

Fall Term, 2004
Saturday – 9:00 a.m.
Briggs Hall, room 17

Instructor: William S. Dunifon, Ph.D.
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Office Hours:
Wednesday, 4:30-6:30 p.m.
Tuesday 10:00 a.m.-12:00

Required Textbook: Society and Education (1996)

Course Description:

Sociological implications of formal and informal, structured and unstructured educational contexts and environments. The school as a specific social institution in society. The effects of social class, stratification, case, role, gender, and peer group relationships in the educational setting and teaching professions. Educational finance, the organization of schools, and private education (UDM catalogue).

Course Framework:

American public education is constantly being influenced and critiqued by the popular media, elected officials, and various citizen constituencies. Often, public schools are criticized for failing to address myriad educational challenges including performance on standardized tests, step out and drop out rates, questionable levels of student preparedness for college and meaningful employment, and the inability to master basic technical skills needed for the post-manufacturing world economy. Though frequently unnoticed schools in rural settings share many of the same or similar challenges as do schools in urban settings.

Instructional Approach:

An interactive lecture and discussion format in combination with frequent small group tasks will be used. In this context students periodically share responsibility for presentations and the facilitation of discussions.

Course Objectives:

By the conclusion of the course students will:

- Better understand socioeconomic, political, and financial dynamics that influence public education in the United States
- Be able to identify differences between and among children and youth belonging to various social and economic groups
- Be able to recognize and address how different parental and family beliefs and customs influence student performance and behavior in schools
- Have the capacity to critique and evaluate carious educational strategies making professional judgments about effectiveness and appropriateness

Course Requirements

Class participation constitutes 25% of the final grade for the course. Students are expected to attend all class session, be on time for the beginning of class, and remain until conclusion. Each student is responsible for the information, perspectives, and understandings presented in class. Beyond these basic requirements students are expected to be active participants regularly contributing points of view, professional experiences, and readings beyond the basic readings in the text.

Written review and evaluation of a selected article published in juried professional journals constitutes 10% of the final grade. The student will select an article that relates to any aspect of the text or any discussions or presentations in class. The written review and evaluation will focus on the student's assessment f the relevance of the contents of the article to the course. The written review will include a copy of the article reviewed that must be at least four pages in its published form and have a publication date between 2000-2004.

Mid-term examination will constitute 15% of the final grade for the course. The exam will be an essay exam.

Class presentations and papers will constitute 25% of the final grade for the course and will convey the essential elements of an ideal design for an effective educational program for an age group or grade of the student's choice. The class presentation will be based on a written paper that will be submitted at the beginning of the class session at which the class presentation is to be made. The written paper will conform to the style as outlined in the American Psychological Association Publication Manual (5th edition). Papers will be done in 12 point font and use one inch margins on all sides of the paper. Papers will be at least 15 pages in length and include a complete bibliography as specified by the APA manual. There should be no spelling errors or

Class presentations and papers (continued)

typos in the submitted paper and there must be complete proper citation of all sources used in the paper.

It is assumed that all work submitted is the original work of the student unless otherwise indicated. All material of any sort that originates with someone else is to be duly referenced and full credited. Plagiarism is the submission of the words, thoughts, ideas, or style of another person without acknowledgement or documentation. Plagiarism renders fraudulent work which will automatically result in a failing grade for the course and the formal filing of academic misconduct charges against the student. When the appropriate hearing bodies sustain academic misconduct charges they become a permanent part of the student's academic record and may lead to permanent dismissal from the University.

The final written examination will constitute 25% of the final grade for the course. The exam will be an essay exam. Assessment of responses to the final examination will include the degree to which the student's written responses reflect thoroughness, thoughtfulness, and effective integration of theory and practice.

COURSE SCHEDULE

September 11	Introduction and overview of the course
September 18	Chapters 1 & 2 of the text Brown vs. Board of Education The Harlem Project Assignment of selected article for review and evaluation
September 25	Orientation to UDM Library research resources for term papers
October 2	Discussion of the "No Child Left Behind" legislation Funding reductions for public education Selection of topics for term papers
October 9	Research Session

There will not be a class meeting so students can begin research for term papers and prepare for mid-term examination

October 16	Written mid-term essay examination Chapters 5-8 of the text
October 23	Review of mid-term examination Chapters 9-10 of the text
October 30	"Schools of the Future" – Guest Speaker

November 6	Class Presentations
November 13	Class Presentations Take home final examination distributed
November 20	Class Presentations Take home final examination due

Please note that the final papers are due at the time of the student's in-class presentation during the period November 6-20.