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COURSE DESCRIPTION

Education for Social Change will provide students with an introduction to relevant topics in education, implications of an ever-changing education system, careers in teaching/education, skills and competencies required to enter such professions, and strategies for applying educational models in an experiential learning project.

This course is driven by dialogue in class, online, and through experiential learning. In-class meetings will be dedicated to analyzing and critiquing the often complicated concepts presented in the reading materials for the course. In order to promote an engaging learning environment, it is required that all assigned readings/materials are completed prior to the in-class meeting. Students' overall grade will be affected if they come to class unprepared to discuss or do not contribute to group activities in a constructive and responsible manner.

COURSE LEARNING OBJECTIVES

LO1: Students will engage in active discourse on what it means to be an educator for social change.

LO2: Students will work collaboratively to develop an activity for application with a local, partnering school program.

LO3: Students will explore and examine timely and relevant topics in education and be respectful of intellectual expression from diverse perspectives.

LO4: Students will acquire knowledge about careers in education.

REQUIRED COURSE MATERIALS

Supporting materials will be available on Husky CT.

GRADING

Assignment	Points	GRADE SCALE		
Attendance/Participation	15	A = 94 – 100 points	B- = 81 – 83 points	D+ = 68 – 70 points
Husky CT	15	A- = 91 – 93 points	C+ = 78 – 80 points	D = 64 – 67 points
Reflection Paper 1	15	B+ = 88 – 90 points	C = 74 – 77 points	D- = 61 – 63 points
Reflection Paper 2	15	B = 84 – 87 points	C- = 71 – 73 points	F = 0 – 60 points
Presentation	40			

TENTATIVE COURSE SCHEDULE

Date	Class Topic	Assignment Due
Week 1: August 31	Course Overview Introductions & Expectations	
Week 2: September 7	Labor Day (No Class)	
Week 3: September 14	Educator Identity: Understanding individual social identity	Husky CT Post—Topic: 1
Week 4: September 21	Guest speaker: Violence Against Women Prevention Program (VAWPP)	
Week 5: September 28	Testing and Common Core, Common Formative Assessments (CFA)	Reflection Paper 1 Due
Week 6: October 5	Dairy Bar Visit What makes an effective teacher?	
Week 7: October 12	The Achievement Gap-Attempting to close it Viewing: “American Promise”	
Week 8: October 19	Schools and Communities: Working with Families Continue Viewing: “American Promise”	Husky CT Post—Topic: 2
Week 9: October 26	Guest Speaker: Financial Literacy Presentation	
Week 10: November 2	Multicultural Education and Culturally Responsive Teaching	Reflection Paper 2 Due
Week 11: November 9	Career Paths: Critical shortage areas, Teacher recruitment, Salary Steps, and Career Paths	
Week 12: November 16	FYE Mentor Lesson	
Week 13: November 23	Thanksgiving Holiday (No Class)	Husky CT Post-Topic: 3
Week 14: November 30	Current Event/Issue Student Presentations	
Week 15: December 7	Current Event/Issue Student Presentations	

COURSE REQUIREMENTS

Attendance and Participation (15 points)

Participation is vital to learning in this course, and attendance is vital to participation. As a course designed with a capacity of 19 students, it is the intention of the University to create an environment in which students can interact, learn from each other, and be heard. Thus, we expect that all students will be prepared and willing to participate in class discussion on a regular basis. You will receive points for your participation in class, Husky CT discussion, and your one-on-one meeting with our class mentor. Please contact us ahead of time if you need to miss class to participate in a university event or for a major personal reason.

Husky CT

All students will be responsible for submitting a post based on the topics given below. In addition students must also respond to one classmates post to receive full points for the assignment. All posts and responses must be completed by 11:59p.m. **All Husky CT posts will be worth 5 points each.**

Topic 1 (Due Sept. 14th): Do you have any course expectations or goals? Anything that you hope will be covered or discussed in this class?

Topic 2 (Due Oct. 19th): What are your reactions to “American Promise”?

Topic 3 (Due Nov. 23rd): Choose a class topic to discuss between Weeks 8-12.

Reflection Paper 1 (1 Page): (15 points)

Due: Sept. 28th

Having a firm understanding of who you are as an individual will help you when you are teaching. This will allow you to create meaningful culturally responsive lessons. Please write a one page doubled-spaced essay explaining your individual social identity, using the three categories you selected when doing the “Multiple Identity” exercise.

Reflection Paper 2 (2 Pages): 20 points

Due: Nov. 2nd

For this assignment, you are required to attend an approved event centered around social justice in education on campus. You will write a brief summary, as well as a critical reflection of the event. The focus of this reflection should be on the writer’s analysis and interpretation that answers the question, “how will this impact me as a future educator”? Before submitting your paper, you will need to visit the University Writing Center (<http://www.writingcenter.uconn.edu>). You will receive a list of approved events from which to choose. If you would like to attend an event other than the ones listed, please email one of us for approval.

Current Event Presentation (30 points)

Due: Nov. 30th & Dec. 7th

As educators we should be aware of the impact that current events and issues on the lives of the students we serve. You will be required to present with a group of peers about an event or issue that was presented in a periodical. The issue should be current, taking place within the last 3 years. Examples of periodicals are listed as follows: ***The Hartford Current, New York Times, Newsweek, Washington Post, Time, U.S. News and World Report***

Your presentation should be 15 minutes in length and include:

- Brief synopsis of the event or issue (including history) and why it is important
- How the event or issue affects students, either negatively, or positively or both
- Whether the impact would be different for different populations of students and if so, in what ways
- Summary of how you feel this event or issue should be handled or solved

ATTENDANCE

If you know in advance that you will need to miss class we can work together to find a way to catch you up. If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Office of Student Services and Advocacy (860) 486-3426. They will look into the issue and send all of your instructors formal notification (an excuse) if appropriate.

LATE WORK POLICY

We do not accept late daily participation work unless you make arrangements with me before the class, or in extreme cases such as medical emergencies. Late posts lose 10% off the final grade for every day that they are late. *Do not* leave them until the last minute because they are a vital part of our class sessions. And all major assignments must be in on the listed due dates, unless you are granted an extension ahead of time. Please contact us in advance if you are having a problem with an assignment so that we can help. You can see us after class, during our listed office hours, or by appointment.

TECHNOLOGY: CELL PHONES, TABLETS, LAPTOPS, ETC.

In our course you are encouraged to bring smart phones, laptops, tablets, etc. to occasionally help you fact check and engage with online course content during our discussions. However, it is important that your use of technology in the classroom is limited to these purposes. And please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

CIVIL DISCOURSE, RIGHTS, AND RESPONSIBILITIES

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

EMAIL & HUSKY CT

We will frequently post important information and course materials online. You will need to check your email and Husky CT, <http://huskyct.uconn.edu/webct/entryPageIns.dowebct>, regularly in order to keep up.

STUDENTS WITH DISABILITIES

Students who think that they may need special accommodations because of a disability are encouraged to meet with us privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

INDIVIDUAL COUNSELING

Office hours are noted above, and you can always talk to us after class or e-mail us to set up an appointment at another time. We especially encourage you to come to see us before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

WEATHER CLOSURE

Fall weather closures are rare, but they do happen. And spring semester at UConn is notorious for snow. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is canceled on campus we may move our discussions for the day online. If necessary, we will post an updated course calendar on Husky CT as soon as possible.

ACADEMIC MISCONDUCT

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."-University of Connecticut, Student Code, Section VI, The Student Code: http://www.dosa.uconn.edu/student_code.html

What is considered academic misconduct for undergraduate students? Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

PLAGIARISM

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact us immediately. If you are desperately tempted to plagiarize, stop.