

Course Number	CRN - 22395 & 22396
Title	EDUC 374: Introduction to International Comparative Education
Days	Weekly sessions are open 8 days, with suggested pacing guidelines
Time	Log in multiple times per week for individual preparation, large and small group discussion and assignments - see suggested days
Course Location	Fully Online
Semester / Year	Spring 2018
Instructor	Dr. Robin D. Marion
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Office	Virtual Office Hours, Community Commons or by phone
Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice

- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Course Prerequisites - None

Catalog course description

Offers an overview of schooling around the world through exploration of the diversity of educational policy and practice in a time of increased globalization. Appropriate for students considering teaching as a profession, those interested in international studies, global studies, international business, or interested in reflecting on their own experience of schooling in a broader context. Comparative analysis is introduced as a means of deepening understanding of the field and is also explicitly taught.

Detailed description

In an era in which schools are being closely examined in the context of an increasingly globalized world, educators are reexamining assumptions and practices related to the purposes of schooling, the relationship between schooling and development, and questions of teacher professionalism (Kubow & Fossum). This debate is worth undertaking for all citizens. Awareness of other nations and their cultures, political and economic processes, and education systems is one way of better understanding and making commitments to excellence in our own country (Mazurek & Winzer). This course is designed to introduce critical examination of education in sixteen countries that represent five regions around the world using issues of educational importance that lead to four questions:

- What are the purposes of schooling?
- What is “equitable education,” and who decides?
- What is the appropriate balance between education authority and accountability?
- What is teacher professionalism, and what factors reinforce or hinder its development?

Unique Course Requirements

The class will be conducted online in its entirety and therefore requires development of skills using course management tools. If personal technology does not meet required speeds/standards, students may need to update their hardware or software, or complete course sessions in on-campus technology laboratories. All or part of assignments will be shared in the online environment with some/all course participants.

Course Objectives

After completion of this course, participants should be able to:

- **Use the constant comparative method and grounded theory to analyze schooling across countries** in both large and small forums of peers **with a high degree of proficiency** as defined in a discussion rubric / critical friend description for the **Scholarly Critical Friend Dialogue Assignment**
- **Use search, interview and technology skills to locate four high quality artifacts of schooling from five regions around the world from multiple perspectives and in multiple forms** with the intention of gathering up to date information, identifying key customs along with schooling policies/practices, and learning about contexts for education, in alignment with artifact search and sharing guidelines as outlined in the **Artifact Summaries of Schooling Assignment**
- **Articulate clearly, concisely and coherently in a 4-5 page paper a reflection on one’s own schooling in comparison with schooling in two or more other countries** using notes completed while reading the textbook and examining Artifact Summaries, employing lenses or perspectives explored in class, and implementing comparative strategies in accordance with guidelines outlined in the **Comparative Analysis of Schooling Assignment**
- **Demonstrate facility and innovation with technology and course management tools** through academic achievement in a fully online environment.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts

Textbook: Mazurek, K. & Winzer, M.A. (2006). *Schooling Around the World: Debates, Challenges and Practices*, Pearson; Boston, MA, ISBN 0-205-45459-3.

The textbook is available for rent on Amazon, and a copy is on two-hour reserve in the CSUSM main library.

The textbook is an essential element of this online course, containing one third of the course content. We will read the entire textbook, and it will provide a rich historical perspective of schooling in the sixteen countries we study.

Additional articles/websites/videos to supplement and update information on various course topics are required reading/watching/browsing and will be linked in the Cougar Courses EDUC 374 course space. Speak with the instructor about helpful reading strategies if assigned materials are taking too long, or if you need a reading accommodation.

Cougar Courses

The course is located online in Cougar Courses and should be listed in your courses.

STUDENT LEARNING OUTCOMES

General Outcomes

This General Education course is designed to increase knowledge and awareness of schooling policy and practice in a number of international contexts. This contextual understanding will arise from learning about schooling using structured comparative strategies that will be explored and practiced throughout the course. The insights gained will then be applied to class participants' own schooling experiences using the comparative methods. Class participants who go on to become teachers will have a foundation for critiquing and systematically improving the system where they eventually teach. Class participants who go on to other fields of endeavor will be better prepared to be leaders in their fields since educational policy and practice are foundational in every context. Those completing the course will have the tools to make informed decisions about future changes to schooling as they participate in local school governance, and be more effective consumers as they make decisions about their own or their family's schooling needs. Comparative analysis is a fundamental skill that is applicable in multiple contexts.

Specific Learning Outcomes

For specific student learning outcomes please see each assignment description in the syllabus, as well as the rubrics in the Cougar Course header.

TENTATIVE SCHEDULE / COURSE OUTLINE*

During most weeks students work individually, in large group forums, and in small groups. Only selected assignments will be listed under "Assignment" below so **be sure to read all session instructions carefully, rather than relying on this schedule for activity due dates. Assignments and readings will be **adjusted as needed** based on student feedback on how things are proceeding in the course.*

	Topic	Assignment (see * above)
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<p>S</p> <p>1</p>	<p>Impulses That Shape Education Developing a Profile of Schooling</p> <p>Search Strategies Artifact collection - practice</p> <p>What forces shape schooling? How do we learn about schooling in another country? What is an artifact?</p>	<p>Strengths/Weaknesses of an Artifact Summary Sources, Perspectives, Formats Artifact Search Interview Protocol</p> <p>Notes on Impulses Shaping Ed</p> <p>Sign up and make a note of which countries you chose, and weeks artifacts are due:</p> <p>A–Palestine/Australia/France/USA–3, 5, 7, 9 B–Israel/China/England/Mexico–3, 5, 7, 9 C–S.Africa/Pakistan/Japan/Russia–4, 6, 8, 10 D – Brazil/India/S. Korea/Poland – 4, 6, 8, 10</p>
<p>S</p> <p>2</p>	<p>Tools of Comparative Education</p> <p>Conceptions of knowledge Language of theoretical frameworks Constant comparative method Grounded theory</p> <p>What does it mean to know? How is knowledge constructed?</p>	<p>Read: M&W – pp. 12-27 & Articles</p> <p>Artifact Search / Theme Sort Activity</p> <p>Artifact DUE (No credit for duplicates) Group A – Palestine Group B – Israel</p> <p>Notes on Tools</p> <p>Feedback on Course Format</p>
<p>S</p> <p>4</p>	<p>DEVELOPING A PROFILE OF SCHOOLING</p>	

<p>S</p> <p>2</p>	<p>Considering the Purpose of Schooling</p> <p>Why do we go to school?</p> <p>Middle East/Southeast Asia (Palestine & Israel)</p>	<p>Read: M&W pp. 121-167 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C – South Africa Group D – Brazil</p> <p>Notes on Purpose of Schooling in Palestine/Israel</p>
<p>Session 5 2/17 - 25</p>	<p>Considering Educational Access & Opportunity</p> <p>What is 'equitable education,' and who decides?</p> <p>Southern Continents (South Africa & Brazil)</p>	<p>Read: M&W pp. 325-357 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group A – Australia Group B – China</p> <p>Notes on Access & Opportunity in South Africa/Brazil</p>
<p>S</p> <p>e</p> <p>s</p> <p>s</p> <p>i</p> <p>o</p> <p>n</p> <p>6</p> <p>2</p>	<p>Considering Indigenous Knowledge</p> <p>Whose knowledge is taught, and who decides?</p> <p>Pacific Rim (Australia & China)</p>	<p>Read: M&W pp. 68-119 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C– Pakistan Group D – India</p> <p>Notes on Indigenous Knowledge in Australia/China</p>

<p>S</p> <p>3</p>	<p>Considering Our Own Experiences</p> <p>How might we place our schooling experiences into an international context?</p> <p>North American Neighbors (USA & Mexico)</p> <p>Draft One Outline construction</p>	<p>Read: M&W pp. 285-324 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C – Russia & Group D – Poland</p> <p>Notes on Our Own Experiences of Schooling in USA/Mexico</p> <p>DUE in Small Group: 1-2 page DRAFT ONE - Outline of Comparative Analysis Paper</p>
<p>S</p> <p>4</p>	<p>Reflection on Constant Comparison Method</p> <p>Peer Review Draft One</p> <p>What are we learning from the Constant Comparative Method, and what is missing?</p> <p>New Europe (Russia & Poland)</p>	<p>Read: M&W pp. 246-283 Browse artifacts</p> <p>DUE in Small Group: 3-5 page DRAFT ONE – Expanded Outline</p> <p>DUE in Small Group: Peer Review of Expanded Outline</p> <p>Notes on Constant Comparative Method and Russia/Poland</p>
<p>S</p> <p>1</p>	<p>COMPARATIVE ANALYSIS ACROSS CULTURES</p>	

	FINAL REFLECTIONS	
S 1		
Session 15 5/5 - 9 Shortened Session	Reflections on the Comparative Perspective Sharing Our Insights What has been illuminated by the comparison with other countries?	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

60 points – Assignment One: **Scholarly Comparative Analysis Dialogue Participation**

60 points – Assignment Two: **Artifact Summaries of Schooling**

60 points – Assignment Three: **Comparative Analysis of Schooling Reflective Paper**

180 points – Total Possible

NOTE: As adjustments are made to the course in response to student learning needs, the number of points may vary, but each of the three assignments will remain one third of the total final grade.

Grading Standards

The grading scale is out of a total possible of 180 points. **NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one third of the grade.**

A	167 – 180	93 – 100%	C	131 – 138	73 – 76%
A-	162 – 166	90 – 92%	C-	126 – 130	70 – 72%
B+	157 – 161	87 – 89%	D+	120 – 125	67 – 69%
B	149 – 156	83 – 86%	D	113 – 119	63 – 66%
B-	144 – 148	80 – 82%	D-	108 – 112	60 – 62%
C+	139 – 143	77 – 79%	F	< 108	< 60%

Final Exam Statement

While there is no ‘test’ during the final exam week, there is a final paper for the course instead, and an abbreviated Session Fifteen to be completed by midway through the final week.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the course

participant have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

***Instructor addendum to attendance policy:**

In an online environment there is flexibility in time and space, and therefore all course sessions must be completed. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments.** Your voice and perspective are critically important to the learning of your classmates!

Tracking Progress

Use the Grades tool in the left column of Moodle to track your progress in the course. Grades will be continuously updated throughout the semester.

Policy on Late Work

All session activities and assignments should be completed and submitted into Cougar Courses. **In the event of an emergency situation notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments may be docked up to 10% per day late.**

Student Collaboration Policy

You will be relying on peers throughout the course, and they will rely on you for completing assignments each week. This collaboration is part of the Comparative Education process and includes peer sharing, peer feedback, peer review and peer response. As a result there are some important pacing guidelines to facilitate smooth and effective collaboration.

Suggested Pacing Guidelines

As we rethink the boundaries between 'going to class' and completing 'outside of class' work, we look to students who are successful learning online to see how we might make the most of this course. **Students who learn effectively in the online learning environment report that they break work into shorter chunks throughout the week, rather than a larger chunk on one or two days. Students who have the most success report logging in for an hour or so a day throughout the week, or working in two hour blocks three or more times a week.**

While there are technically three assignments for this course, *each assignment will be completed in a series of steps throughout the semester.* This multi-step strategy offers opportunities for multiple drafts, feedback from peers and the instructor, and a gradual completion process rather than three stress points during the semester. It does, however, mean that **every week some work will be due.**

Since classmates depend upon one another for Small and Large Group activities as well as session completion, suggested guidelines for completing various session activities are offered to maximize success in the course as well as deepen the dialogue among class participants. Generally **sessions will be released each Saturday and are due eight days later, on the following Sunday, with recommended completion days/deadlines** as follows:

- **Individual preparation** – Sat-Mon, complete by Mon 11PM
- **Large group** – Sun-Tue, complete by Tue 11PM
 - **Initial post** – Sun-Mon
 - **Follow up posts** – Mon-Tue
- **Small group** – Tue-Thu, complete by Thu 11 PM
 - **Initial post** – Tue-Wed
 - **Follow up posts** – Wed-Thu
- **Individual assignments/reflection** – Thu-Sun, complete by Sun 11 PM

From time to time due days vary for a particular session, activity or assignment, so follow session instructions carefully. *Note that the release dates for a new session overlap the due date for the previous session by one day. This intentional overlap is designed to maximize flexibility of timing to accommodate many different student schedules.*

Course Assignment Details

60 points – Assignment One: **Scholarly Comparative Analysis / Critical Friend Dialogue**

The objective of this assignment is to use the constant comparative method and grounded theory to analyze schooling across countries in both large and small forums of peers and in individual reflections with a high degree of proficiency.

Throughout the semester you will engage in primarily in three levels of scholarly dialogue. You may not engage in every level every week. Activities at each level build on the prior level as follows:

- **20 points – Large group (typically between half to the whole class):** This level of engagement involves joining a dialogue about issues, processes and practices of schooling around the world in order to compare and contrast them, often focused on readings/mini-lecture topics. Each class participant posts a response to a prompt, and then offers feedback to a number of classmates' postings. Forum prompts are structured in a way that requires thoughtful concise responses rather than streams of consciousness. It will be necessary to **revisit the large group forum several times throughout the week to read through posts made before and after yours to follow the discussion.** The dialogue is captured in a number of ways but primarily through **large group forum posts and responses worth up to 2 points per week.** The earlier and more thoughtfully you post, the better quality whole class discussion we have!
- **20 points – Small group (typically two-six students):** This level of engagement functions as a debriefing and peer feedback area many week. Peer interactions in small group collegial dialogue is an important part of sifting through course material for the week and making comparisons of schooling contexts, issues and practices across countries, and in comparison with your own experience of schooling. Small group discussions might be focused on readings, artifacts or drafts of your final paper, depending upon the week. These discussions are designed to help synthesize session insights, provide background information for the final paper, and lead into completion of session notes. **Your active participation is critically important for your peers' completion of their assignments.** Small group interactions are captured in a number of ways but primarily through **small group forum posts / responses, comparative notes, and/or peer review responses of up to 2 points per week.**
- **20 points – Individual:** This level of engagement involves time to read, watch, respond, develop, reflect and write to build up background knowledge of schooling around the world and apply that knowledge by comparing various countries. **This investment of time is critical to success in the course.** There are two primary individual activities: **preparation and reflection.** Preparation involves reading/watching to prepare for session activities. Reflection involves searching, thinking, reflecting, and writing about *your knowledge of schooling around the world* by making connections, as well as comparing and contrasting various contexts for schooling. You will also have opportunities to reflect on *your development using the comparative method* by evaluating your level of engagement, quality of interaction, and commitment to accomplished comparative research practices. Both dimensions of individual effort are captured in a number of ways but primarily through entries in a **reading response, session reflection or a course check-in response for up to 2 points per week.**

Course participants are encouraged to complete scholarly dialogue activities at regular intervals throughout the week. The large/small/individual levels of engagement are designed to teach/develop skills relevant to comparing, contrasting, assessing, and writing about schooling in various contexts.

As adjustments are made to the course based on student learning needs, the relative weight of the three levels of scholarly endeavor may vary slightly. Scholarly critical friend dialogue grades are based on full participation in course sessions.

The top level of Scholarly Participation is described below to set the bar high (for the remainder of the levels of participation, see the rubric in the course header):

Type 5: The interested/engaged citizen – You:

- Leave class sessions wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and excited about your contributions to the dialogue and how those of others impact your thinking
- Challenge other group members (small and large) respectfully

- Ask insightful questions
- Make contributions that extend the class readings/viewings/events/issues
- Refer to specific lines in the text and relevant classroom experiences when appropriate
- Participate regularly and feel a sense of belonging with the group (inclusion with them, responsibility for them)
- Share the collective spaces, neither dominating nor intimidating others nor staying in the shadows
- Are well prepared by thorough reading and thinking BEFORE joining the group
- Demonstrate clear evidence of engagement, critical friend skills, comments based on specific reliable sources, and provide a reflective interface with all course readings / viewings / browsings.

60 points – Assignment Two: Artifact Summaries of Schooling

The objective of this assignment is to use search, interview and technology skills to locate four high quality artifacts of schooling from five regions around the world from multiple perspectives and in multiple forms with the intention of locating updated key elements of schooling, identifying key customs, schooling policies and practices, and contexts for education. The artifacts must be based on knowledge of schooling since 2006, as one means of obtaining information about current schooling policy and practice.

A primary means for learning about schooling in **sixteen different countries from five regions of the world** will be through our readings in the textbook “Schooling Around the World.” In addition to that background information, provided by scholars with first hand experience in those countries, we will use artifacts we gather from a variety of places to flesh out the background knowledge. **Each artifact you locate, learn more about, and produce an Artifact Summary for is worth 15 points, and you will complete 4 artifact summaries throughout the semester** along with a practice Artifact Summary.

The countries we will collect artifacts for represent schooling in the following regions:

- The Pacific Rim: Japan, South Korea, China, and Australia
- The Middle East and Southeast Asia: Palestine, Israel, Pakistan, and India
- The New Europe: France, England, Russia, and Poland
- North America: USA and Mexico
- Southern Continents: South Africa and Brazil

The artifacts may include but are not limited to the following:

- Interview with someone who has first hand knowledge of schooling in a country
- Personal account
- Description of what a student/teacher might ‘see out the school window’
- Testimonials from students who have studied abroad or teachers who have taught abroad, or individuals who have gone to school in any of these countries
- Government document
- Policy statement
- Report from non-profit agencies
- Stories from Peace Corp volunteers
- YouTube videos from students/teachers/administrators/parents/community members
- Examples of student work
- Charts of courses taken and the sequence in which they are taken
- Descriptions of who has access to K-12, technical school or higher education
- Illustrations of classrooms, learning materials, classrooms
- Journal/news organization articles

The artifacts may include but are not limited to the following forms:

- Excerpts of longer scholarly articles published within the last 5 years,
- Blog,
- Website,
- YouTube or other video clip,
- Photo with caption,

- Text document / flyer / brochure,
- Audio or interview transcript
- Reflections from teacher educators, scholars, administrators, volunteers, parents, students

Since the textbook was published in 2006, **all artifacts must contain information about schooling since that year (2007 - present)** to bridge the decade since the book was published. I contacted the author about writing an updated edition, but he has no intention for doing so. So we will consider our textbook readings to be historical perspective, and the artifacts as a way to bring us current on schooling policy and practice.

After practice locating artifacts, preparing a practice summary, and evaluating the practice summaries, the assignment is to **locate four artifacts, one from each of four countries** each group is assigned, read/study/watch it, and choose a segment that will **take about ten minutes to read/watch/peruse**, either identifying it by a link, a page number, a heading or a time stamp, etc. to indicate to classmates where to direct their attention. Then **place the artifact into the larger context by creating an Artifact Summary**. These Artifact Summaries will be posted for classmates to explore as part of eight course sessions. Wait for further instructions and practice artifact hunting before beginning the search. Some weeks a group will focus their artifacts around a key issue under study, other weeks the focus will be on updating information to supplement the textbook about key elements of schooling.

Each of you will turn in an Artifact Summary every other week across Sessions 3-10. Groups A/B weeks 3-5-7 and 9, Groups C/D weeks 4,6,8 and 10. **Be thinking about the countries that are of most interest to you AND which weeks work best with your schedule as you sign up for a group in Session 2.**

Artifact Groups:

- A – Palestine / Australia / France / United States
- B – Israel / China / England / Mexico
- C – S. Africa / Pakistan / Japan / Russia
- D – Brazil / India / S. Korea / Poland

Artifact Summary:

- **APA citation/live url** (Author, year, title/description, source, and live url link to access it in a new window)
- **10 minute segment** (If an artifact would take more time to peruse, choose one excerpt, one link, or a specific time in a video and indicate how a classmate will locate that section)
- **Quality of source** (relevance to understanding schooling in another country)
- **Type of artifact** (article/video/image/interview transcript/governmental document/website)
- **Country where schools are / Country artifact is from** (in what country is the schooling being described, and what country is the source from)
- **Perspective represented** (whose frame of reference – student/teacher/administrator/parent/scholar)
- **Aspect of schooling illustrated or lens through which schooling is considered** (What aspect of schooling in the country does it illustrate – e.g. curriculum, discipline policy, and what lens is being used to understand schooling – e.g. gender access, purpose, indigenous peoples, accountability, etc.)
- **Insights** (A brief summary of the information/insights it contains)
- **Image portrayed** (A statement that characterizes the image of schooling portrayed by the artifact – complimentary, concerned, expose', innovative, developing, rudimentary, etc.)

The artifacts may take many forms as indicated so please **choose a variety of artifact types to receive optimum credit. Each of you will complete an interview with one person with first hand experience of schooling in another country we are studying.** **NOTE: Each artifact must be unique**, so once a classmate has posted the artifact no other student will receive credit for the same artifact. Posting artifact summaries early is therefore an advantage. It is OK to post the APA citation to 'reserve' your artifact early in the Artifact Summary forum, and then return to post the Artifact Summary once completed.

Artifact summary grades are based on locating artifacts through a thoughtful and thorough search, using effective search terms, with careful consideration of quality/reliability of sources. Expertise about schooling

resides in many sources, however, and a person with a first hand account may offer insights important to our understanding, regardless of their academic credentials. Be sure to clearly cite all sources, and explain why they may provide important insights in the event they are non-traditional sources of information about schooling in a country. A detailed rubric outlining the basis for Artifact Summary grades will be posted in the Session where this assignment is introduced as well as in the course header.

60 points – Assignment Three: Comparative Analysis of Schooling Reflective Paper

The objective of this assignment is to articulate clearly, concisely and coherently in a 4-5 page paper a reflection on one's own schooling in comparison with schooling in two or more other countries, using notes completed throughout the semester from mini-lectures, while reading the textbook or articles provided, and from exploring Artifact Summaries. You will look at these materials through lenses or perspectives explored in class, and implement and practice comparative strategies.

What is a 'lens' in the context of this class? It is a point of view through which we explore schooling. For example it might mean looking at schooling from the perspective of gender equity one week, or from the perspective of which knowledge we value and how we express that like during the week we explore Indigenous Knowledge and how it is or is not addressed in schools. There are a number of lenses, each listed under topics on the Tentative Schedule/Course Outline, such as Purpose of Schooling, Different Theories of Knowledge and how we construct meaning, Access & Opportunity, Accountability & Authority, and Teacher As Professional to name a few.

Throughout the semester you will take notes as we explore schooling in sixteen countries, using the note taking guide provided. What you record will include key / unique elements of schooling in a particular country, how schooling in another country is similar to your schooling experience, and how a student in another country has an experience different from yours. You might make note of specific quotes from textbook readings, articles provided in sessions, and artifacts posted by classmates and note down the source and location within it. These notes will inform your paper, and quotes will be selected to use as citations to back the claims in your paper.

Completion of three drafts of a comparative analysis paper will result in a high caliber, well articulated, clearly written final 4-5 page paper. The outline of the Comparative Analysis paper will be reviewed by a peer, and the first full draft will be reviewed by the instructor. Feedback from the peer and the instructor are to be incorporated into the final draft.

Rubrics for each step of the Comparative Analysis of Schooling reflective paper assignment process will be posted in the session in which the assignment is introduced, as well as the course header.

Points for the notes, peer review, and drafts are as follows:

- **16 points – Note taking** – For four general topic weeks, and the eight weeks we will be exploring schooling in sixteen countries, you will record important details from textbook/article readings, mini-lectures, discussion forums, Artifact Summaries and other sources, you will use the note taking guide provided. Details may include topics we covered, insights you gained, unique characteristics of schooling in a particular country, tools of comparative education, and how schooling elsewhere is like or different from your own experience. It might be helpful to pull quotes from the sources that support the notes. The guide will be submitted each week for one-two points, for a total of 16. See the rubric in the course header for guidelines on quality of notes and completion of notes on all elements listed in the guide.
- **9 points – Draft One – Outline** – This early sketch of the paper will include each of the elements of the final paper, brainstormed with a Peer Review partner. The elements include:
 - First third: 3 pts
 - **Introduction** (Overview of your schooling experience, which lens(es) you will use to compare/contrast your experience with that of students in other countries – e.g. purpose of schooling / educational access & opportunity / educational accountability & authority / teacher as professional, or others, and which countries you plan to use for comparison)

- **Social Fabric/Overview of Schooling/Successes & Challenges** (A description of the context experienced by students in a country's schooling context – seek inspiration on pp. 10-11 of Schooling Around the World textbook)
- Second third: 3 pts
 - **Stories of schooling using one or more of the lenses we have been studying** (Share two or three stories from your own schooling experience that address the lenses you have chosen – if desired you may include another lens not listed above with permission of the instructor)
- Final third: 3 pts
 - **Comparative analysis** (Compare/contrast your schooling experiences with those of students in two or more other countries we have studied this semester, using comparative analysis methods and lenses we have studied)
 - **Reflection** on what you have learned about your schooling experience and that of others by employing comparative analysis, and what it might teach us about schooling in general
 - **Sources** (APA citation for all sources that contributed to your paper – for example, think textbook, articles, mini-lectures, discussion forums, and artifact(s) you used to understand schooling in the countries you are using for comparison, as well as any other sources you may have used for a **three - four source minimum**)
- **10 points – Peer Review of “Draft One – Outline”** – Using the Peer Review Form provided, you will provide feedback to your Peer Review partner to help them improve their outline of the Comparative Analysis of Schooling Paper, using the ‘hamburger’ technique (compliment ‘buns’ around a constructive criticism ‘patty’). Guidelines and grading criteria are provided on the Peer Review Form. Your grade is determined by the **quality and specificity of the Peer Review feedback** provided to your partner as well as addressing each element of the Peer Review form.
- **15 points – Draft Two – Expanded/refined draft one and Self Review** – This draft of your paper will arise from expanding each of the items in the outline, crafting sentences from words, and paragraphs from sentences. Feedback from your Peer Reviewer on the Draft One – Outline must be incorporated into Draft Two. The instructor will then provide additional feedback to be used to craft Draft Three – Final Paper. Ten points for your draft, five for the Self Review you complete.
- **10 points – Draft Three – Edited Final Paper** – This final version of your Schooling Reflection/Comparison Paper will arise from revising Draft Two using feedback from the instructor, and editing. The edit must have a thorough to eliminate grammar / punctuation / typographical errors, as well as meet all required elements of the paper.

A detailed rubric outlining the basis for each part of the Comparative Analysis Paper grades will be posted in the Session where this assignment is introduced, and in the course header.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Course participants are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Course participants are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any course participant for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

It is expected that each course participant will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website: <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University Catalog.

*** UPDATED * Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, in order to ensure confidentiality, in a more private setting.

***Instructor addendum to the accommodation policy:**

Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course. As an instructor with a disability herself, she is enthusiastic about creating the best possible learning environment for students.

Credit Hour Policy Statement / Time commitment details*

National accreditation agencies set required course time standards, and allocate 9 hours per week for a three-unit course (3 in class, 6 outside class). It might be helpful to clarify that time commitment in an online environment, as the boundaries between 'in' and 'out' of class are somewhat blurred. Below is an allocation of times you should expect to spend in/outside of the online environment on various course activities as an individual, in small groups, and in large groups to complete this course successfully.

- **Individual – approximately three hours/week**
- **Large groups – approximately three hours per week**
- **Small group – approximately three hours per week**

*Please note the times allocated for completion of activities at each level of engagement are maximum times - some students may need less time to complete course activities. If you are noticing that you need more time, please contact the instructor for time management strategies and/or adjustments to the course. Please do not spend time beyond the hours per week indicated!

All University Writing Requirement

The CSUSM writing requirement will be met through Scholarly Critical Friend dialogue in large and small group forums, when writing up four Artifacts of Schooling, and in the Comparative Analysis of Schooling final paper. Every course at the university must have a writing requirement of at least 2500 words.

Course Format

This course is offered entirely online, with no face to face class meetings.

Necessary Technical Competency Required of Students

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, searching for materials on the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. **Keep a digital copy of all assignments and posts as a backup in the event of a Course Management System malfunction (Cougar Courses).** All assignments will be submitted online.

Contact information for Technical Support Assistance

The student help desk is available by phone, email or in person. Details of hours and contact numbers/addresses are found at: <https://www.csusm.edu/sth/>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interaction. If you need to contact the instructor, e-mail is often the easiest way to do so. It is the instructor's intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. **All electronic messages should be crafted with professionalism and care.**

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Tips for Online Course Success

- **Receiving too many emails? Use “unsubscribe” settings** in your profile to eliminate having all postings being emailed to you
- **Ask a lot of questions.** No question is silly, but suffering in silence IS a bad idea! Ask classmates or ask the instructor – we are all here to help! Use the Community Commons for questions and answers (in course header)
- **Problems with technology? Use the Student Help Desk** right away! They are **available by phone, email and on the bottom floor of the library through the doors facing Craven Hall, 760.750.6505, or sth@csusm.edu.**
- **Pace work online throughout the week** – the most successful online students log in most days of the week for an hour +/- to complete sessions in small bites rather than at one sitting.
- **Students who try to complete whole sessions in one sitting near the end of the week struggle in this course.**
- **Read all instructions thoroughly, watch all course videos/mini-lectures, complete all assigned readings** – materials in the readings is NOT repeated in other course materials
- **Complete sessions systematically**, keeping track of work completed, and what is left to do
- Activities in each session are built on prior activities in the same session as well as activities from earlier sessions, so **be sure to complete activities in order** as much as possible
- **Stay connected to classmates/instructor** using course mail, course commons, or request a phone call
- **Make assignments work for you** – let the instructor know of specific learning goals you have to be sure you reach them through adjustments of sessions / assignments as needed
- **If sessions are taking too long, immediately contact the instructor** who will make adjustments! Do not suffer in silence!
- **Keep up with course sessions** – it is hard to catch up once you get behind
- **Engage fully and enthusiastically in all course sessions** – come to learn!