

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**
See GE Handbook for information on each section of this form

ABSTRACT




Course Abbreviation and Number: LBST 100	Course Title: Order and Change: Multiple Perspectives	
Number of Units: 3		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Jocelyn Ahlers (recertification of existing course)	Email: jahlers@csusm.edu	Submission Date: 5 February 2014

1. Course Catalog Description: Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national, and/or global problems, the interconnections between those levels, and how social change occurs over time.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 _____ Course Proposer	<u>2/1/14</u> Date	 _____ Department Chair	<u>2/1/14</u> date	 DC Initial
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
_____	Support Do not support*	_____	Support Do not support*	
Library Faculty Date	<input type="checkbox"/> <input type="checkbox"/>	Impacted Discipline Chair	<input type="checkbox"/> <input type="checkbox"/>	
_____	Support Do not Support*	_____	Approve Do not Approve	
Impacted Discipline Chair	<input type="checkbox"/> <input type="checkbox"/>	GEC Chair	<input type="checkbox"/> <input type="checkbox"/>	
_____		_____		

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

From: Jocelyn Ahlers
Sent: Wednesday, February 19, 2014 11:52 AM
To: Marshall Whittlesey
Subject: FW: UDGE D and D7 recertification
Attachments: LBST 100 UDGE D and D7 recertification.pdf; GEOG 201 UDGE D recertification.pdf; GEOG 202 UDGE D recertification.pdf

Dear Marshall -

Attached, please find the UDGE recertification forms for three classes: GEOG 201 (UDGE D), GEOG 202 (UDGE D), and LBST 100 (UDGE D and D7). Below is an email conversation with Yvonne Meulemans, in which I clarify two questions she had on the forms, and then she "signs off" on them. I hope that that will serve as her signature on the forms.

Best,
Jocelyn

--

Jocelyn C. Ahlers
Chair, Liberal Studies Department

Professor of Linguistics
Liberal Studies Department
California State University, San Marcos
760-750-8014; jahlers@csusm.edu

From: Yvonne Meulemans <ymeulema@csusm.edu>
Date: Wednesday, February 19, 2014 11:08 AM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: UDGE D and D7 recertification

Hi Jocelyn:

Those additional details are perfect, thank you!

Yes, this email can serve as my signature for GEOG 102, GEOG 201, and LBST 100.

Please let me know if you need any additional info.
-Yvonne

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Wednesday, February 19, 2014 at 10:45 AM
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: Re: UDGE D and D7 recertification

Hi, Yvonne -

Thank you for the questions. I checked in with Laura Makey, who teaches these classes for us, and she said that the map analysis and current events projects are incorporated into nearly every assignment in the class, and into the class periods themselves. Does that provide the answer that you need?

Also, do you think that an email saying that you are willing to sign off on the classes would serve the purpose?
Thanks!

Jocelyn

From: Yvonne Meulemans <ymeulema@csusm.edu>
Date: Tuesday, February 18, 2014 3:23 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>
Subject: Re: UDGE D and D7 recertification

Hi Jocelyn:

I'm happy to be the signature and review from the Library's perspective.

For GEO 201, I see that the requirement for information literacy (Part D, "All social sciences core course proposals...") refers to a 'map analysis; current events projects' but I don't see that on the syllabus? Can you clarify which assignment that is?

For GEO 202, the same question, but I see there is Presentation that requires students to 'make a short presentation about a current event based on an article from a reliable news source that includes a GIS component.' It appears that is the current events project?

I have no questions about LBST 100.

What is easiest for you in regards to returning materials with a signature?

-Yvonne

Yvonne Nalani Meulemans
Information Literacy Program Coordinator
Associate Librarian
Kellogg Library 3422/760-750-4375

From: Jocelyn Ahlers <jahlers@csusm.edu>
Date: Tuesday, February 18, 2014 at 2:13 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: FW: UDGE D and D7 recertification

Dear Yvonne -

As you can see from the email chain below, I am seeking Library approval for these three UDGE D and D7 recertification forms. Nothing has changed in these classes, and they are already being offered as they are, so there are no new resource implications for the library. Marshall's latest email mentioned you as the correct person in the Library to get in touch with about this, so I am sending them to you to see whether you are willing to sign off on them. Please let me know if you have any questions or if there is any additional information that I can provide.

Thanks!

Jocelyn

From: Judith Downie <jdownie@csusm.edu>
Date: Wednesday, February 12, 2014 6:51 PM
To: Jocelyn Ahlers <jahlers@csusm.edu>, Melanie Chu <mchu@csusm.edu>
Subject: FW: UDGE D and D7 recertification

Hi Jocelyn,

I think Melanie Chu would be the better signature for these as she has been working more with Liberal Studies than I have in the past few years. (They do look good to me.)

She has been added to this, so you should be hearing from her soon.

Judith

Judith A. Downie
Humanities & Government Documents Librarian
Kellogg Library
California State University San Marcos
San Marcos CA 92096-0001
jdownie@csusm.edu

From: Jocelyn Ahlers
Sent: Wednesday, February 12, 2014 2:59 PM
To: Judith Downie
Subject: UDGE D and D7 recertification

Dear Judith -

I am writing to you as our contact librarian (I hope I have the right person). I am working my way through the recertification forms for three of our lower-division GE courses: GEOG 201, GEOG 202, and LBST 100 (previously GESS 101). The form has a place for your signature, so I am writing to see whether you have any concerns about these classes (the forms are attached). They are not changing in any way, and require no additional library resources – this is just a recertification. If you approve these forms, could you please write an email to that effect that I could include with this packet? And if you have any concerns, please do let me know.

Best wishes, and thank you,
Jocelyn

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Jocelyn C. Ahlers
Chair, Liberal Studies Department

Professor of Linguistics
Liberal Studies Department
California State University, San Marcos
760-750-8014; jahlers@csusm.edu

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Course Coordinator: Phone: Email:

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	During the semester, the course includes lectures on the goals and methods of three social scientific disciplines: anthropology, history, and linguistics. They also read works informed by those lenses.	Through assignments which require students to apply the lenses of each of these fields to the analysis of data they gather themselves (about a focus high school in the region).
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Covered throughout the course readings and lectures.	Students are expected to apply the concepts introduced in the course readings to their research on their focus high schools. Tests throughout the semester also cover this material.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Throughout the semester, the focus is on the public school system in the U.S., including the major political, economic, and cultural developments that have had an impact on the success of that system.	Reading quizzes, online discussion forums.
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.	See D.1, above.	The high school focus paper requires students to take into account all of the disciplines to which they have been exposed, and to use them in conjunction to achieve a deeper understanding of their chosen high school than they would otherwise be able to reach.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Discussion forums and formal papers throughout the semester give students the opportunity to practice these skills.	Discussion forums, short papers, final paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Discussion forum prompts are designed to encourage students to think critically about specific questions related to the public school	Discussion forums, reading quizzes.

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• AREA D7: Interdisciplinary Social Science

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	system in the U.S. (e.g., the utility of standardized tests and their outcomes).	
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	One goal of the semester is for students to develop a detailed picture of a particular high school in the San Diego region. They must gather specific information about that high school and its surrounding community during the course of the semester.	Short papers, final paper.

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course takes a comparative approach to understanding student success and failure within the context of the public education system in the U.S.; it also explicitly addresses the role of surrounding community demographics in school funding and success.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course addresses the role of national policies in local school success (for one example).</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	See syllabus (note discussion forums, short papers, and final paper in particular).
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of all written assignments, including detailed commentary from professor (use TurnItIn to allow detailed comments and editing on all written assignments).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Assignments: Course readings include key books and articles in the field of critical education studies.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	High school research project.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT


Course Abbreviation and Number: LBST 100	Course Title: Order and Change: Multiple Perspectives	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Jocelyn Ahlers (recertification of existing course)	Email: jahlers@csusm.edu	Submission Date: 4 February 2014

1. Course Catalog Description: Through the interdisciplinary analysis of one social issue in depth, students learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives of at least four social science disciplines, and examine multiple perspectives such as gender, race, and class. Students learn about the social construction of community, regional, national, and/or global problems, the interconnections between those levels, and how social change occurs over time.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions NONE
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 _____
 Course Proposer Date 2/11/14

 _____
 Department Chair date 2/11/14

Please note that the department will be required to report assessment data to the GEC annually.

 _____
 DG Initial

_____ _____
 Library Faculty Date

Support Do not support*

_____ _____
 Impacted Date
 Discipline Chair

Support Do not support*

_____ _____
 Impacted Discipline Date
 Chair

Support Do not Support*

_____ _____
 GEC Chair Date

Approve Do not Approve

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D: Social Science

See GE Handbook for information on each section of this form

Course Coordinator: Phone: Email:

Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.	During the semester, the course includes lectures on the goals and methods of three social scientific disciplines: anthropology, history, and linguistics. They also read works informed by those lenses.	Through assignments which require students to apply the lenses of each of these fields to the analysis of data they gather themselves (about a focus high school in the region).
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Covered throughout the course readings and lectures.	Students are expected to apply the concepts introduced in the course readings to their research on their focus high schools. Tests throughout the semester also cover this material.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Throughout the semester, the focus is on the public school system in the U.S., including the major political, economic, and cultural developments that have had an impact on the success of that system.	Reading quizzes, online discussion forums.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	See D.1, above.	Reading and lecture quizzes.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Discussion forums and formal papers throughout the semester give students the opportunity to practice these skills.	Discussion forums, short papers, final paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Discussion forum prompts are designed to encourage students to think critically about specific questions related to the public school system in the U.S. (e.g., the utility of standardized tests and their outcomes).	Discussion forums, reading quizzes.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	One goal of the semester is for students to develop a detailed picture of a particular high school in the San Diego region. They must gather specific information about that high school and its surrounding community	Short papers, final paper.

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• AREA D: Social Science

See GE Handbook for information on each section of this form

	during the course of the semester.	
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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course takes a comparative approach to understanding student success and failure within the context of the public education system in the U.S.; it also explicitly addresses the role of surrounding community demographics in school funding and success.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>This course addresses the role of national policies in local school success (for one example).</i>

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	See syllabus (note discussion forums, short papers, and final paper in particular).
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Grading of all written assignments, including detailed commentary from professor (use TurnItIn to allow detailed comments and editing on all written assignments).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Assignments: Course readings include key books and articles in the field of critical education studies.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	High school research project.

Liberal Studies 100
Order and Change: Multiple Perspectives
Fall 2013, T 10:30-11:45 and online

Professor: Dr. Jocelyn Ahlers **Phone:** 760-750-8014 **Email:** jahlers@csusm.edu
Office hours: Thursday 10:30-12:00, and by appointment **Office:** SBSB 4228

Course Description:

Through the interdisciplinary analysis of public education in the United States generally, and California more specifically, students will learn the components of the scientific method (variables, hypothesis formation and testing), explore methods and objectives that multiple social scientific disciplines can bring to bear on this area, and examine multiple perspectives such as gender, race, and class. Students will learn about the social construction of education at the community, regional, and national levels, the interconnections between those levels, and how social change occurs over time.

By the end of the class, students will:

- Have a general understanding of the complexities of public education in the United States;
- Have a specific understanding of the recent history of public education in both the United States and in California;
- Consider the multiple constituencies served by the public education system;
- Develop their own understanding and definition of what it means to “be educated”, and what the goals and roles of publically-funded education are in the United States;
- Be able to describe some of the challenges faced by the public education system in the United States generally and California specifically;
- Apply the general course concepts to the research and analysis of a specific high school in the San Diego region.

Required reading:

- Rose, Mike. *Why School? Reclaiming Education for All of Us.*
- Kozol, Jonathan. *Savage Inequalities: Children in America’s Schools.*
- Crawford, James. *Advocating for English Learners, Selected Essays.*
- Ravitch, Diane. *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education.*
- Ladson-Billings, Gloria. *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms.*
- Gruwell, Erin. *Teaching Hope: Stories from the Freedom Writer Teachers.*
- Plus additional articles and chapters to be distributed through Cougar Courses.

Grades:

Attendance and participation	10%
Reading quizzes	30%
Online boards	30%
Short data-gathering papers	20%

Final paper	10%
TOTAL:	100%

Expectations in a hybrid class:

This is a hybrid course, which means that we will only meet one day per week in the classroom, and a significant portion of class work will take place online. For all CSUSM courses, it is expected that students will engage in **at least** three hours of work outside of the classroom **for each course unit**, plus the usual “in-class time”. Since an hour and fifteen minutes of our “in-class time” is also taking place outside of the usual classroom setting, this means that you should be prepared to spend **at least 10 hours** outside of our class meeting time doing work for this class each week, and the course assignments and expectations will be geared accordingly. It is also important to note that this is NOT a self-paced course; online assignments will open and close at specific times during each week, and will not re-open once the due date has passed.

Participation:

Class participation is evaluated based on attendance, and on the asking and answering of questions during the class period; it is also based on participation in group presentations of conclusions reached in the online discussion boards. In the first week of the semester, students will be placed into small working groups. The goal of these working groups is to allow students to work together to debate and reach conclusions about questions presented (by me) on the online discussion boards during each week of class. These conclusions will then be presented briefly in class during broader discussions about each week’s reading(s). Due to the importance of participation, **cell phones are banned** from class, and will be confiscated if I see them. Furthermore, if you are not in class by the time I have finished taking roll, I will not add you to the roll sheet later (although your participation will still be noted). The readings and assignments listed in the previous week’s “online” section (see below) should always be completed prior to coming to class on Tuesday mornings.

Course assignments:

NO LATE ASSIGNMENTS WILL BE ACCEPTED

Reading quizzes:

Each course reading/movie will have an associated online quiz. These quizzes will close before the day that the reading assignment is to be completed, and before the discussion forum questions related to that reading are posted. Please pay careful attention to the closing dates of these quizzes, as they will not be re-opened, and failure to complete a quiz will lead to a score of 0.

Online boards:

Students will be expected to participate in online discussion boards throughout the semester. Each working group will have its own online discussion board. For any given question posed by me on the boards, students will be expected to:

1. Present at least one post with a well-articulated opinion, supported by quotes from class readings (additional quotes and information from sources outside the class are also welcome and should be cited per academic standards);
2. Post at least two responses to the posts of other group members;
3. Respond to comments made by other group members on their original post.
4. Finally, the group should end each discussion prepared to present conclusions to the class during our in-class discussion of the question and related readings; these conclusions should be supported by evidence.

These discussion forums constitute writing assignments per the University-Wide Writing Requirement, and will be graded based both on content and on grammaticality and coherence. Furthermore, they are one significant way in which the achievement of student-learning outcomes (as listed at the beginning of the syllabus) are assessed.

Short data-gathering papers:

Early in the semester, students will choose a San Diego county high school as their focus for the semester. Throughout the course, students will be gathering data about these schools in the form of short papers (e.g., student demographics, school funding, graduation rates, etc). Much of this information can be found online, but some will require actually contacting the school in question to seek out the information. For the purposes of these assignments, this data must be analyzed in light of the information and theories presented in the course readings; **these analysis will be a further way in which the achievement of student-learning outcomes (as listed at the beginning of the syllabus) are assessed.** Further guidelines will be given in each assignment.

Final paper:

The final paper for this class will be composed of the aggregated information gathered in the short information papers, analyzed in light of the information learned during the semester. Further guidelines will be distributed.

Notes:

- I check email frequently, and can respond to many questions that way.
- And, of course, I am always willing to make appointments outside of my office hours when necessary.

University Academic Honesty Policies:

- Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the instructors of both courses.
- The maintenance of academic integrity and quality education is the responsibility of each student within CSUSM and the CSU system. Cheating and plagiarism in connection with an academic program at a campus is listed as an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction. You may assume that any paper which includes an instance of cheating or plagiarism will automatically be given a zero; further disciplinary action

will be decided upon at that time, and may include removal of the cheating student or students from the class with a failing grade.

Students with disabilities are encouraged to discuss with me as soon as possible any special testing, homework, seating, or other arrangements that might be necessary.

Schedule of readings and assignments

Please note: The assignments and readings listed under “online” should be completed between Tuesday class meetings. Some of those assignments may be due BEFORE Tuesday morning the next week (quizzes are one example of such assignments); please be sure to pay close attention to individual due dates on each of the assignments as described on the course website.

History and reasons for/goals of publically-funded education

Week 1

T Aug 27: Class introduction.

Online:

- “Meet” with groups online.
- Read Horace Mann (link posted on Cougar Courses; pp 12-17, 19-28, 41-43, 55-56; 122-125).
- Read Why School? (Introduction and chapters 1-4).
- Take online quiz 1.
- Choose school which will be focus of the semester’s assignments.

Week 2

T Sept 3: Lecture on historiography. Discuss reading. Statement of school for semester’s assignments **DUE**.

Online:

- Finish Why School?
- Take online quiz 2.
- Post responses to online thought question.

Week 3

T Sept 10: Discuss thought question.

Online:

- Watch From First to Worst.
- Read California Academic Master Plan (Chapter 1, and summary of major features; posted on Cougar Courses).
- Take online quiz 3.
- Post responses to online thought question.

Ethnicity/demographics/sociology

Week 4

T Sept 17: School history/context assignment **DUE**. Discuss From First to Worst and thought question. Read Savage Inequalities (Looking Backward, and Chapters 1 and 2).

Online:

- Read Savage Inequalities (Chapters 3).
- Read excerpt from “Multiplication is for White People”: Raising Expectations for Other People’s Children (posted on Cougar Courses).
- Take online quiz 4.
- Post responses to online thought question.

Week 5

T Sept 24: Lecture on anthropology and methods. Discuss reading and thought questions.

Online:

- Read two articles on learning styles (posted on Cougar Courses).
- Take online quiz 5.

Week 6

T Oct 1: Discuss readings.

Online:

- School demographics assignment **DUE**.
- Post responses to online thought question.

Multilingualism and linguistics

Week 7

T Oct 8: Discuss thought question. Lecture on bilingualism.

Online:

- Read: Crawford (Making Sense of Census 2000; Monolingual and Proud of It; Plus ca Change; Concern or Intolerance: What’s driving the anti-bilingual campaign; Official English Legislation: Bad for Civil Rights, Bad for America’s Interests, and Even Bad for English; Loose Ends in a Tattered Fabric: The Inconsistency of Language Rights in the USA).
- Take online quiz 6.

Week 8

T Oct 15: Lecture on linguistics and methods. Bilingual education – discussion and additional information.

Online:

- Read Crawford (Ten common fallacies about bilingual education; ‘Accountability’ vs Science in the Bilingual Education Debate; Hard sell: Why is bilingual education so unpopular with the American public; Has Two-Way Been Oversold?; The Bilingual Education Act, 1968-2002: An Obituary).
- Take online quiz 7.
- Post responses to online thought question.

Week 9

T Oct 22: Discuss thought question.

Online:

- Language demography assignment **DUE**.
- Readings on heritage languages (Crawford, Heritage Languages in America: Tapping a 'Hidden' Resource; Romaine, on Cougar Courses site).
- Take online quiz 8.

Recent trends: high stakes testing/assessment, Common Core

Week 10

T Oct 29: Endangered and heritage languages.

Online:

- Read Ravitch (Chapters 1-4).
- Read articles on cheating scandals in high stakes testing (posted on Cougar Courses).
- Take online quiz 9.

Week 11

T Nov 5: Lecture on sociology and methods. Discuss previous week's readings.

Online:

- Read Ravitch (Chapters 5-8).
- Watch Waiting for Superman.
- Take online quiz 10.

Week 12

T Nov 12: School success assignment **DUE**. Discuss readings and movie.

Online:

- Read Ravitch (Chapters 9 and 11)
- Post responses to online thought question.

Teachers' experiences and preparation

Week 13

T Nov 19: Discuss thought question.

Online:

- Watch Freedom Writers Diary.
- Read article posted online.
- Take online quiz 11.

Week 14

T Nov 26: (Thanksgiving week; **both classes online**)

- Read Ravitch (Epilogue)
- Read Teaching Hope (Foreward, Preface, Introduction, and Essays: 14, 16, 34, 35, 42, 46, 50, 52, 53, 56, 58, 77, 78, 80, 84, 89, 90, 125, 127, 130, 135, 139).
- Read Crossing Over to Canaan.
- Take online quiz 12.

Week 15

T Dec 3: Last assignment **DUE**. Summary and thoughts.

Online:

- Post responses to last online thought question.

Finals: The final paper for this class is due by 5:00 pm on the class finals date (December 10).