

**Loyola University Chicago
School of Education**

**ELPS 410
The Sociology of Education
Autumn 2010**

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Course Introduction

Why do we have an “achievement gap” between students from different communities, ethnic groups, and social class groups? How have we come to have competitive admission to elementary and high schools in many cities and, now, some non-urban areas? Do teachers have a legitimate claim to protection from layoffs in a time when our entire society grapples with economic downturn? Do policymakers have any credible reasons to believe that changing the way schools are organized might change student performance? What makes it so hard to bring about change in schools when so many people believe that change is necessary? How can there be so many explanations for what ails (and boosts) schools?

Questions like this drive this course and the inquiry that we will do together this semester. Just as practicing sociologists of education do, we will use sociological lenses—those provided by research and theories from the academic disciplines of sociology, the sociology of education (a subdiscipline of education) and organizational theory—in our efforts to answer such questions. There is rarely one “correct” answer, but rather varying answers that are informed by particular perspectives, data, methods of analysis, and/or theory.

Essential Questions

As the instructor, I assume that each student brings her or his own questions to this course and will pursue answers to those questions. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, your own questions. In addition, the following specific questions (to which I refer as “essential questions”) will guide our inquiry this semester:

- 1) What do societies want from their schools?
- 2) How does schooling look through different sociological lenses on education?

- 3) What role do social forces outside of the educational system have in influencing student achievement?
- 4) What kinds of relationships can we observe between society, schools, teachers and students, and what impact do these relationships have on student achievement?
- 5) Who gets ahead or falls behind in our schools, and by what mechanisms?
- 6) What maintains stability in schooling? What brings change?

School of Education Conceptual Framework

In keeping with the SOE's Conceptual Framework (Professionalism in Service of Social Justice), I seek in this course to ground students' work as educators, administrators, researchers and voting citizens in empirical knowledge gathered by scholars concerned with the sociology of education. Our pursuit of the course's essential questions and goals (listed above) should further develop students' ability to think critically about, and respond to, social phenomena that take place in schools. This course's topics and readings explore the complex dynamics, contexts and ethics of pressing social issues that emerge in today's schools. My hope is that this course will support students' ability to reason about and respond to these issues with strong mind and spirit.

Course Goals

As your instructor, I want for you and all of the course's students to be able to engage sociology of education (or related) literature in order to answer their own questions as well as this course's essential questions. In order to meet this overarching goal, there are two specific subgoals of the course:

- 1) That students will be able to analyze and summarize literature that is relevant to the sociology of education. Our pursuit of this goal will have us working on identifying and expressing texts' key arguments and findings, research questions and analytic methods.
- 2) That students will be able to apply what they learn in the course to a variety of issues present in schools, in order to understand them better. Our pursuit of this goal will have us bridging together theory, research literature and case material, such as policies, practices and events in the world of education.

Assessment of learning

Assessment of students' learning will be ongoing throughout the semester. Assignments are spread out (timewise) and there is no high-stakes final assignment (e.g., major research paper or final exam). I chose this assignment structure for three purposes. First, given our course's essential questions and goals, breadth of knowledge is important. I ask students to reflect on and respond to a variety of issues and readings—not just a final assignment topic—as they move through the semester. Second, the assignment structure is an attempt to balance against the substantial, and occasionally heavy, load of assigned reading. I hope

that students will focus on reading and responding to assigned material, without the added pressure of a large final assignment. Third, a series of assignments (along with in-class activities) help me as the instructor to gauge how the course is going for the students and adjust it if needed to better suit students' strengths, needs or interests.

I will use the following criteria for determining your course grade:

Class Participation and Attendance: 20%

Critical Memos:

- 14% for Critical Memo 1
- 17% for Critical Memo 2
- 19% for Critical Memo 3
- 20% for Critical Memo 4

Final Integrative Essay: 10%

Each component of students' responsibilities is described below.

Class Participation and Attendance

This is a highly interactive course, which makes every student's participation very important. For this reason, participation is worth 20% of your final grade. Specifically, attendance at class each week counts towards 13% of your final grade (1% per class meeting), while active participation in class discussions counts towards 7% of your final grade.

Please come on time to class, having read all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss them with your colleagues. If you come unprepared, both you and your work partners will have a difficult time fully participating in partnered and small group discussions. In addition to regular participation in class, students are expected to attend class regularly. Please notify me in advance if you must miss or come late to a class. You will still be held responsible for all assigned readings, due dates for written assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues if you miss a class meeting. Missed classes, unless there is a personal or medical emergency, will negatively impact your participation grade.

The use of electronics (cell phones, computers) is often a necessity of modern life, but also interferes with participation in class, particularly in this interactive course. Please refrain from using electronic devices in class if their use (e.g., surfing the internet, text messaging, typing other than taking notes) does not pertain directly to your participation in our course.

Critical Memos

Students are assigned a series of 4 critical memos, each of which should be 3-5 double-spaced pages in length (not including references), using 12 point font and 1" margins. Please post a copy of each memo to the turnitin link on this course's blackboard page on the assignment's due date.

These memos are the main vehicle for developing students' abilities as stated in the course's goals. Each memo should consist of 3 key parts: summary, application of concepts or theories, and your critical evaluation. In these memos, please focus on the sociological theories, issues or concepts as assigned. First, you will need to *summarize* the arguments of the authors (or policies or practices you describe, if these are relevant to the assignment) that you discuss in your memo. Please summarize briefly, describing the main argument, central points, and/or issues that pertain to your memo. This summary should concisely orient the reader to the material you are considering in this paper. It should be a minor part of your paper compared to the other components (from 2 paragraphs to 1 page at the very most). Second, once you have clearly and succinctly summarized the materials to which you refer in this material, please *apply the concepts* or *theories* to the issue you wish to discuss. How do these concepts or theories help you to interpret your chosen or assigned material? What can you see in this material through the lens of these concepts or theories? Interesting issues? Obvious problems? Consistency or inconsistency?

Third, and most important, is your *critical evaluation* of the written material that you cite. This part of your memo builds upon the application of concepts and theories as discussed above. In this evaluation, please express your opinion and reaction to the work. It is fine to say you liked or disliked what you read, but please also offer your own analysis and critique of what you have read based on your perspective as a sociology of education student. You can apply discussions or perspectives you've learned about during our course, but you can also bring in other evidence, arguments or theoretical lenses if they fit your memo. Please cite all of your sources in APA style at the end of your memo.

I will grade your memos according to the presence and quality of the three components discussed above (summary: 25%; application of concepts or theories: 25%; and critical evaluation, 30%). In addition, I will also evaluate the strength of your writing, including organization, clarity and conventions of writing (e.g., spelling, grammar, sentence structure, punctuation), worth 20% of each memo's grade. The rubric I will use for evaluating your assignments follows at the end of this syllabus. My goal is to return your essay to you, with feedback, within two weeks.

Students have the option of revising and resubmitting each critical memo. Revisions are due one week after the date on which I return papers (with my feedback) to students. I will evaluate your papers using the "track changes" function in Microsoft Word. Please make subsequent changes to the copy I return to you, so that I can see where you have changed your original paper. While revision is never required and *does not* guarantee a higher grade, it is a chance for you to incorporate feedback into the development and improvement of your work.

Critical memo topics are:

1. How does the contemporary American school reflect society's values or desires? Please evaluate and discuss U.S. Secretary of Education Arne Duncan's recent speech to the National Press Club (<http://www.ed.gov/news/speeches/quiet-revolution-secretary-arne-duncans-remarks-national-press-club>) or another specific statement, policy or program, current-day or historical, of your choice (Please consult with me about choosing your own program or policy to evaluate). Please evaluate Secretary Duncan's comments (or the language used in the statement, policy or program that you choose to analyze) according to our course readings on what nations and societies want and get from their schools. What would the authors we have read say in response, if they could? Can you identify consistencies or inconsistencies between Secretary Duncan's statements and the policies that his administration has enacted? *Critical memo #1 is due Sunday, September 26th at 7:00 pm.*
2. Analyze the text, "The American Indian Public Charter School" (p. 68-88, which is only part of the chapter) in Whitman's *Sweating the Small Stuff: Inner-City Schools and the New Paternalism*, accessible online at: <http://www.edexcellence.net/doc/20080826-sweating-the-small-stuff.pdf>). In your analysis, please use at least one of the following theoretical perspectives: Functional, conflict, social capital or cultural capital. *Critical Memo 2 is due Friday, October 15 at 7:00 p.m.*
3. Please choose a small group of readings (2 to 4) from classes 6,7, 8 and 9. Critically evaluate your selected readings and relate them to specific contemporary problems or challenges in education. Feel free to tailor this assignment to the concerns and questions that you brought you to this course. *Critical memo 3 is due at 7:00 p.m. on Sunday, November 7th.*
4. What is your position on grouping students by ability (within class or between classes)? What evidence can you cite to back up your opinion? *Critical memo 4 is due at 7:00 p.m. on Tuesday, November 23.* Please also post this paper to LiveText, as per directions below (in the section entitled "School of Education Conceptual Framework Standards and Assessment").

Please submit all critical memos using the Turnitin link on this course's blackboard page.

Final integrative essay

This 3-5 page assignment asks students to integrate their learnings from this course into their research and practice. Reflecting upon your own professional goals (continuing as a student, or post-Loyola), how will you make use of what you learned in this course as you move forward in your career? Please cite at least 3 specific readings or concepts

discussed in the course, and explain specifically how they connect to your ideas. If you would like to connect this paper to questions of your own that you identified early in the course, you may, but you are welcome to interpret this assignment in other ways as well.

This assignment is worth 10% of your grade, and will be assessed on a pass/fail basis.

Please post the integrative essay using the turnitin link on this course's blackboard page. It is due on *Sunday, December 12 at 7:00 p.m.* Please also post this paper to LiveText, as per directions below (in the section entitled "School of Education Conceptual Framework Standards and Assessment").

Written assignments and due dates

After all written assignments' due dates and times, the assignment grade will be reduced by one-third of a grade per day (e.g., an A becomes an A-, and A- becomes a B+, etc.). Written assignments turned in on the due date, but after the due time, will be considered late. If you have extenuating circumstances that keep you from turning in assignments in by their due dates, it is your responsibility to contact me before the paper's due date to make alternative arrangements with me.

School of Education Conceptual Framework Standards and Assessment

This course, as part of the School of Education, has assignments that map directly to the school's conceptual framework standards.

Critical memo 4 corresponds to Conceptual Framework standard 4: "Candidates demonstrate skills that will enable them to work effectively with diverse clients."

The Final Integrative Essay corresponds to Conceptual Framework standards 2 and 6:

2. "Candidates demonstrate knowledge and skills in a variety of school and professional settings."

6. "Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service."

As the course instructor, I will assess each of these two assignments according to these standards. Results are reported on Livetext, to which the SOE requires all students to subscribe. Students are required to post Critical Memo 4 and the Final Integrative Essay to Livetext, in addition to submitting it via Turnitin on Blackboard. The purpose of reporting student performance and posting student work to Livetext is the assessment of the SOE by state and national accrediting bodies, not the assessment of individual students. Instructions for posting your assignments to Livetext are posted on the "Assignments" section of our course's Blackboard page. Please contact me if you have any questions about this.

Communication between instructor and students

In addition to updates I may give verbally in class, I will occasionally send electronic updates to the class using the LOCUS system. I will assume that if I have sent any updates to you at the address you have provided to the university, and the email has not bounced back to me, that you have read it and that I may hold you accountable for understanding these updates' contents.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday.

Course Readings

The following assigned texts are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson), and are also available on reserve at the Lewis Library (25 East Pearson, 6th floor).

Arum, R., Beattie, I. & Ford, K. (Eds.) (2011). *The structure of schooling*, 2nd edition. Boston: McGraw-Hill. ISBN 9781412980395

Ballantine, Jeanne H. & Spade, J. Z. (Eds) (2008). *Schools and society*. 3rd edition. Thousand Oaks, CA: Pine Forge Press. ISBN 9781412950527

Brint, Steven (2006). *Schools and Societies*, 2nd edition. ISBN 0804750734

Tyack, David. (1974). *One best system: A history of American urban education*. ISBN: 978-0674637825

Tyack, David and Cuban, Larry (1995). *Tinkering toward Utopia: A century of public school reform*. ISBN: 978-0674892835

Other readings are either available through LUC's e-reserves (accessible on the LUC library webpage, noted below in reading list as "E-reserve"), will be posted on LUC's Blackboard website for this course (noted below in reading list as "Posted on Blackboard"), or, where readings are accessible on the internet, I have provided a searchable link. All assigned readings are listed below by the week in which they are assigned.

Class meeting dates, themes and assigned readings

Class 1: September 1

Introduction to course: purpose, focus, goals and logistics

Recommended reading (These readings inform class session 1 and are included only for your information; you won't be held accountable for them in any way.):

Brint, Chapter 1

Labaree, David F. (1999). The chronic failure of curriculum reform. *Education Week*, May 19. E-reserve

Schneider, Barbara (2003). Sociology of education: An overview of the field at the turn of the twenty-first century (p. 192-226). In Hallinan, Gamoran, Kubitschek & Loveless (eds.), *Stability and change in American education*. Posted on Blackboard.

No class September 8 due to Rosh Hashanah (Jewish holiday)

Class 2: September 15

Sociological perspectives on education. What do societies want (and get) from their schools? Discussion of macro-perspective.

Brint, pages 20-23 and Chapter 2 (p. 31-67).

Friedland and Alford (1991). Bringing Society Back In. In Powell and DiMaggio (eds.), *The new institutionalism in organizational analysis* (please focus on pp. 248-260). Posted on Blackboard.

Carnoy, Martin (2007). *Cuba's academic advantage: Why students in Cuba do better in school*. Chapter 2 (p. 18-44). Posted on Blackboard.

Malekzadeh, Shervin (2010). Iran's Textbooks Have Less Impact Than Meets the Eye. Accessible online at <http://www.insideiran.org/featured/iran's-textbooks-have-less-impact-than-meets-the-eye/#more-1322>

In class on 9/15 we will discuss the format and requirements for your first memo, due on 9/26.

Class 3: September 22

What does America want (and get) from its schools? The evidence: Bricks and mortar of American Schools

Tyack (One Best System): "From Village School to Urban System," pp. 28-59, "Some Functions of Schooling," pp. 72-77, "Americanization," pp. 229-248, and "Epilogue," pp. 269-291.

Metz, Mary Haywood (2008--reprint) Real School: The universal drama amidst disparate experience. In Ballantine & Spade, Chapter 15 (p. 137-151).

Metz, Mary Haywood (2008). Symbolic uses of NCLB. In Sadovnik et al (Eds.). *No Child Left Behind and the reduction of the achievement gap* (p. 343-358). **Posted on Blackboard, book available on course reserve.**

John W. Meyer and Brian Rowan. (2008—reprint) The Structure of Educational Organizations (215-225). In Ballantine & Spade, Chapter 23 (p. 217-225).

Recommended:

Finn, C. (200). What is a “public” school? Principles for a new century. In *Tough love for schools* (61-71). Accessible online.

Critical memo #1 is due Sunday, September 26th at 7:00 pm.

Class 4: September 29

Traditions in the sociology of education: How does schooling look through different sociological lenses on education? Functional and conflict theories.

Collins, Randall (1971). Functional and conflict theories of educational stratification (p. 37-52). *American Sociological Review*, 36(6). pp. 1002-1019. E-reserve

Bowles, S. and Gintis, H. (2002). “Schooling in Capitalist America Revisted.” 2002. *Sociology of Education*, Vol. 75 (1), pp. 1-18. E-reserve

Parsons, T.. The School Class as a System: Some of Its Functions in American Society. In Ballantine & Spade, Chapter 9 (p. 80-85).

Barr, R. & Dreeben, R.. On what is learned in school. In Ballantine & Spade, Chapter 8 (p. 73-79).

Gracey, H.I. Learning the student role: Kindergarten as boot camp. In Ballantine & Spade, Chapter 14 (p. 131-136).

Class 5: October 6

Finish traditions in the sociology of education; Begin consideration of schools from a meso-level perspective. Social and cultural capital theories

Bourdieu, Pierre (2007—reprint). The forms of capital (p. 83-95). In Sadnovik, A. (Editor), *Sociology of education: A critical reader*. **Posted on Blackboard.**

Lamont, M. and Lareau, A.. Cultural capital: Allusions, gaps and glissandos in recent theoretical developments. In Arum, Beattie & Ford, Chapter 6 (p. 34-49).

Coleman, J. & Hoffer, T. Schools, families and communities. Arum, Beattie & Ford, Chapter 7 (p. 50-58).

Lareau, A. and Horvat, E. M.. Moments of social inclusion and exclusion: Race, class and cultural capital in family-school relationships. In Ballantine & Spade, Chapter 31 (p. 306-315).

Astor, Benbenishty, and Estrada (2009). School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools. *American Educational Research Journal*, 46(2), pp. 423-461. E-reserve

Class 6: October 13

The society-school-student connection: Schools as organizations

Gamoran, Secada and Marrett (2007). The organizational context of teaching and learning: Changing theoretical perspectives (p. 135-157). In Sadovnik, A. (Editor) (2007). *Sociology of education: A critical reader*. Posted on Blackboard.

Bidwell, C. (2001). "Analyzing Schools as Organizations: Long-Term Permanence and Short-Term Change," *Sociology of Education*, Extra Issue (2001):100-114 Ereserve

Bryk, Lee and Holland (1993). *Catholic schools and the common good*. Chapter 4 (101-125) and Chapter 5 (126-147). Posted on Blackboard.

Critical Memo 2 is due Friday, October 15 at 7:00 p.m.

Class 7: October 20

The society-school-student connection: Schools and Communities. How factors outside of the school impact what happens inside of the school.

Coleman, James, et al. Racial segregation and resource inequality (aka "The Coleman Report"). In Arum, Beattie & Ford, Chapter 14 (p. 120-136).

Center for Tax and Budget Accountability (2008). Money matters: How the Illinois school funding system creates educational inequities that impact most students in the state (p. 1-21). Link: <http://www.earncentral.org/documents/2008EducationReport9-17-08FINAL.pdf>

Berliner, David (2005). Our Impoverished View of Educational Reform. *Teachers College Record*, 108(6) p. 949 - 995 Accessible online at <http://epicpolicy.org/files/EPSTL-0508-116-EPRU%5B1%5D.pdf>

Listen to National Public Radio report on Harlem Children's Zone (31 minutes):
<http://www.npr.org/templates/story/story.php?storyId=111193340>

Whitehurst, G. J. & Croft, Michelle (2010). *The Harlem Children's Zone, Promise Neighborhoods, and the Broader, Bolder Approach to Education*. Washington, D.C.: The Brown Center on Educational Policy at the Brookings Institution. Accessible online at http://www.brookings.edu/~media/Files/rc/reports/2010/0720_hcz_whitehurst/0720_hcz_whitehurst.pdf (9 pages)

Class 8: October 27

The society-school-student connection: Schools and teachers. What does teachers' practice tell us about the role of teachers in our society? How do schools influence teachers' practice? How do these relationships effect student learning?

Brint, Chapter 8 (222-252).

Bryk, A. & Schneider, B.. Trust in Schools. In Arum, Beattie & Ford, Chapter 13 (p. 114-119).

Bryk, A. & Schneider, B.. Trust in Schools. (2003). Chapter 5 (pp. 75-88) Posted on Blackboard.

McLaughlin, M. & Talbert, J. (2006). Communities of Teacher Practice (pp. 40-65). From *Professional Communities and the Work of High School Teaching*. Posted on Blackboard.

Ingersoll, R. (2003). Is there really a teacher shortage? Accessible online at: <http://depts.washington.edu/ctpmail/PDFs/Shortage-RI-09-2003.pdf> (21 pages, excluding references and endnotes)

Richard M. Ingersoll and David Perda, "The Status of Teaching as a Profession. In Ballantine & Spade, Chapter 12 (p. 106-118).

Dworkin, A.G. School reform and teacher burnout. In Ballantine & Spade, Chapter 13 (p. 119-126)

Class 9: November 3

The society-school-student connection: Schools and students
How do schools shape students? How do students shape schools? How does a school's social context set the stage for these interactions?

McFarland, D. Resistance as a social drama: A study of change-oriented encounters. In Arum, Beattie and Ford, Chapter 37 (p. 416-429).

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican youth and the politics of caring*. Chapter 3 (pp. 61-113). Posted on Blackboard.

The following articles will be assigned as a jigsaw activity (class members will read one or the other, or, if they prefer, both; students will sign up for one article in class on 10/27):

Erickson, L. D., McDonald, S., & Elder, G. H. (2009). Informal mentors and education: Complementary or compensatory resources? *Sociology of Education*, 82(4), 344-367. [Posted on Blackboard.](#)

Lee, V. and Smith, J. (1999). Social Support and Achievement for Young Adolescents in Chicago: The Role of School Academic Press. *American Educational Research Journal*, Vol. 36, No. 4, p. 907-945. E-reserve

Critical memo 3 is due at 7:00 p.m. on Sunday, November 7th.

Class 10: November 10

Who gets ahead or falls behind in our schools, and by what mechanisms? Ethnicity, gender, culture, social class and educational achievement.

Brint, Chapters 6 and 7 (p. 162-221).

Jencks, C. & Phillips, M. America's next achievement test: Closing the black-white test score gap. In Arum, Beattie & Ford, Chapter 28 (p. 313-319).

Fordham, S. & Ogbu, J. Black students' school success: Coping with the "Burden of Acting White." In Arum, Beattie & Ford, Chapter 25 (p. 274-280).

Jigsaw activity: How would each article's author (s) respond to Ogbu and Fordham's argument? Please carefully read at least one of the following articles (students will sign up for one article in class on 11/3.).

Tyson, K., Darity, W., & Castellino, D. It's not a "Black thing": Understanding the burden of acting white and other dilemmas of high achievement. In Arum, Beattie & Ford, Chapter 26 (p. 281-294).

Carter, P. Straddling boundaries: Identity, culture and school. In Arum, Beattie & Ford, Chapter 27 (p. 295-312).

Portes, A. & Zhou, M. The new second generation: Segmented assimilation and its variants. In Arum, Beattie & Ford, Chapter 31 (p. 355-362).

Perry, P. Shades of white: White kids and racial identity in high schools. In Arum, Beattie & Ford, Chapter 30 (338-354).

Class 11: November 17

Who gets ahead or falls behind in our schools, and by what mechanisms? Focused discussion on tracking and ability grouping.

Barton, P.E. & Coley, R.J. (2010). The black-white achievement gap: When progress stopped. Princeton, NJ: Educational Testing Service. Please read pp. 34-37 carefully, more of the document if you'd like to learn more about the data that informs the authors' conclusions. Accessible online at: <http://www.ets.org/Media/Research/pdf/PICBWGAP.pdf>

Hallinan, M. & Oakes, J. (2007). Companion pieces on tracking (p. 313-324). In Sadovnik, A. (Editor) (2007). *Sociology of education: A critical reader*. Posted on Blackboard.

Spade, J., Columba, L. and Vanfossen, B.. Tracking in mathematics and science: Courses and course selection processes. In Ballantine & Spade, Chapter 29 (p. 286-296).

Gamoran, A.. Is ability tracking equitable? In Arum, Beattie & Ford, Chapter 19 (p. 193-198).

Hand, V. (2010). The co-construction of opposition in a low-track mathematics classroom. *American Educational Research Journal*, 47(1), 97-132. E-reserve

Critical memo 4 is due at 7:00 p.m. on Tuesday, November 23.

No class Wednesday, November 24. Have a fabulous Thanksgiving holiday!

Class 12: December 1

Why schools do (and don't) change. What maintains stability in schooling? What brings change?

Brint, Chapter 9 (p. 253-279).

Tyack, David and Cuban, Larry (1995). *Tinkering Toward Utopia*. Chapter 2 (pp. 40-59, Chapter 3 (pp. 60-84), Chapter 4, (pp. 85-109).

Smylie, Mark A., and Evans, Andrea E. (2006). Social capital and the problem of implementation (p. 187-207). In M. Honig (ed.), *New directions in policy implementation: Confronting complexity*. Posted on Blackboard.

Class 13: December 8--Final class meeting

Continue discussion of stability and change in schooling; Review, conclusions, preparation for integrative essay, course evaluations.

O'Day, J. (2008). NCLB and the complexity of school improvement. In Sadovnik et al (Eds.). *No Child Left Behind and the reduction of the achievement gap* (p. 25-52). Posted on Blackboard, book available on course reserve.

Spillane, J. (2004). *Standards deviation: How schools misunderstand education policy*. Chapters 7 and 8 (p. 140-184).

Final Integrative Essay due Sunday, December 12 at 7:00 p.m.

University Policies Related to Course

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of

humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Technology

Internet access and enrollment in LUC's LOCUS and Blackboard systems is required for this course. I will communicate with students occasionally via the LOCUS system, which sends emails to all students enrolled in this course. All documents (including the syllabus, power point presentations, and additional texts) are posted on this course's Blackboard page. Occasional communication using online formats may be used during the semester.

Diversity

This course addresses diversity in the field of education through many of its assigned readings. In addition, I as instructor will encourage class members to include notions of diversity (e.g., social class, gender, ethnicity, race, sexual and gender identity, and age) as we consider different topics. Diversity among enrollees in the course is critical to this course's success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be thoroughly considered and respected by all members of our class.

Critical memo grading rubric

Summary of content texts: Author provides a clear, concise summary of any content (as opposed to theoretical or conceptual) texts that are cited, so that the reader can understand the texts being analyzed in the paper. 25%
Application of concepts and/or theories: Author clearly describes concepts and/or theories used in paper, and applies them explicitly and thoroughly to the content text. 25%
Critical evaluation of material: Evidence of original analysis. Evidence is present of author's original analysis and critique of materials read, (for critical memos 1 and 2, specifically, there is a match between "content" texts and conceptual/theory texts. 15%
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