

**Loyola University Chicago
School of Education**

**ELPS 510
The Sociology of Teaching
Autumn 2010**

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Course Introduction

Will merit pay really motivate teachers to stay in their positions? Is federal education policy really changing teachers' practice, or is it driving teachers out of the profession? Do teacher unions do more good than harm, or vice versa? Can we universally define a "quality teacher"? Will teacher education as we know it even exist in 15 years? If not, what might take its place, and how might different forms of teacher preparation improve upon what we've got today?

We live in an era where the practice and profession of teaching engenders challenging questions such as these on a regular basis. These are the kinds of questions that we will address in this course. Using sociological perspectives and theory, we will dig into these questions in pursuit of a deeper understanding of the practice and profession of teaching.

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 and researchers in empirical knowledge gathered by scholars concerned with the sociology of education and the study of teaching. I have designed this course with an aim to further develop students' ability to think critically about, and respond to, social phenomena that impact, and occur among, teachers, which in turn impacts schools and students. This course's topics and readings explore the complex dynamics, demands and contexts of teaching in today's socioeconomically and racially diverse schools. My hope is that this course will support students' ability to reason about and respond to issues of teaching practice and the teaching profession with strong mind and spirit.

Course Goals

In addition to the goals as expressed above, my other goal for students of this focused seminar course is that students will develop their ability to investigate, analyze and communicate effectively about topics related to the practice and profession of teaching. Abilities developed in this course should reach the level required for developing a conceptual framework or literature review for a thesis paper, dissertation proposal or other empirical research.

Course Overview

We will begin with an overview of the conditions of teaching, using both foundational texts and also more recent explorations of teaching during the era of standards-based reform and other contemporary contexts. From this basis, we will explore issues of teacher quality (its definition and what it reflects about society's and policymakers' expectations of teachers) and how this relates to teachers' rights as defined and represented by teachers' unions. This consideration of teachers as an organized group will next lead to a consideration of how teachers work together, both as professional communities and as members of social networks.

Following fall break, we will shift over to a consideration of teachers' demographic characteristics and how they impact both teachers' practice and teaching as a profession. We will begin by considering teacher effects research, which examines how different demographic, professional and practice characteristics impact teaching and learning outcomes. Building on this base, we will then study race, ethnicity, social class and gender and how these factors impact teachers and teaching. We will then move on to issues of teacher retention and attrition, where we will consider individual, professional and organizational factors that contribute to (and mitigate against) teacher turnover.

In the course's final weeks, we will explore teacher education and its implications for the socialization and selection of members of the profession. Beginning with a study of different approaches to teacher education and certification, we will investigate various programs' theories of action regarding what makes for good teaching and good teachers, and how candidates' demographic characteristics, interactive experiences and organizational contexts factor into these theories. We will then pan out to consider the boundaries of teacher education and teaching. What does teacher education's contents—what is included as well as excluded—tell us about the limits of teaching? This exploration will touch upon issues of alternative modes of certification, and the heated debates on this topic, as well as Abbott's notion of professional jurisdiction. We will continue on to a consideration of teachers' roles and their boundaries, drawing upon traditional role theory as well as more recent study of teachers' extended roles. Using the case of teachers' involvement in the social-emotional support of students, we will explore the reach and limits of the teacher role. How, and why, do we bound teachers' roles as we do? Are there other feasible possibilities?

We will conclude our course by considering different scholars' forecasts (both hopeful and fearful) of the future of teaching. This inquiry will help us revisit and integrate the various strands of literature that we have used throughout the course.

Assessment of learning

I will assess students' learning both through classroom interactions (discussion, partner work) and formal assignments. This course has one major assignment, a research paper, with a series of smaller assignments that will help you develop this final product. I will use the following criteria for determining your course grade:

Class Participation and Attendance: 25%

Paper topic description: 5%

Preliminary reference list: 10%

Thesis statement: 10%

Research paper: 50%

Each component of students' responsibilities for these assignments, as well as the criteria used for assessing learning, is described below.

Class Participation and Attendance

This seminar course is very interactive and places a high premium on every student's participation. While introductory graduate courses are often structured to manage students' participation (through planned activities and instructor lecture), this class will be structured instead as a shared, rigorous conversation, where the instructor facilitates, but does not dominate. This arrangement will require thoughtful, detailed reading of assigned texts and regular contributions (e.g., multiple times per class meeting) to class discussions where we unpack, consider and compare the ideas and data presented in these texts. Participation, including regular attendance, is therefore worth 25% 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 class. Please notify me in advance if you must miss or come late to a class. For any missed class meetings, I will ask you to write a brief reaction paper to the assigned readings, but missing class (except in cases of personal or medical emergency) will negatively impact your participation grade. 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.

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., texting, internet surfing, writing aside from taking notes) does not pertain directly to your participation in our course.

Research Paper

Given that I, the instructor, have structured the class around selected readings, the research paper assignment gives students the opportunity to choose and investigate a topic of interest to them. I strongly encourage you to consider how this paper can help you to advance your own intellectual and professional agenda. What are you interested in exploring in your program? What issues brought you here (to this program, or this course) in the first place? What kinds of issues do you want to explore in your master's thesis, qualifying exams, or doctoral dissertation? How can you configure this paper as an opportunity to examine some part of this larger agenda, in a way that will move your thinking forward? Your professional goals? I am open to any topic related to the sociology of teaching. Some options include (but are not limited to) a structured literature review on a specific topic, a history of a particular issue, policy or problem related to teaching, the analysis of a contemporary issue related to teaching, or the analysis of existing data related to teachers (e.g. public use data). Whatever topic you choose, your paper will need to synthesize and analyze data, and present an explicit and coherent argument that flows through and structures the paper. A rubric for the evaluation of this paper follows at the end of this syllabus.

This assignment will proceed through the semester in stages, giving you multiple opportunities for instructor feedback as you develop your project and work towards your final project, a paper approximately 20-25 pages in length (double-spaced, using 12 point font and 1 inch margins, excluding references). Please email all assignments to me at kphillippo@luc.edu.

First, please prepare a paper topic proposal (1-2 pages). This is due on *Friday, 9/17, at 5:00 pm*. In this proposal, describe the topic you want to investigate, the literature and/or data you anticipate using in your research, and why this topic is important to study. I realize all too well the pain of having to explain your topic's importance, and ask you to engage in this exercise on purpose. Why should you spend most of your semester researching this topic? Why does it matter now? To whom does it matter? Whom might your findings help? Does your proposed topic aim to fill any gaps in research literature? As with all assignments in this course, please feel free to contact me if you have questions or encounter challenges in writing this proposal. This assignment will be graded on a pass/revise basis. If you do not present sufficient information as requested in this proposal, I will ask you to revise and add to your original proposal.

Second, approximately one month after I have responded to your paper topic proposals, I ask that you send me a *Preliminary reference list* for your paper on *Friday, 10/22, by 5:00 pm*. While I do not expect you to have absolutely concluded your research by 10/22, I do expect you to have identified key resources that you will use for your paper. Please ensure that you conduct thorough literature searches by not only conducting a quick

search using ERIC, JSTOR or another search engine. Identify key articles related to your topic, then look at who that author cites, as well as what other authors have cited that article/text since it was published. For this assignment, I am looking for a well-developed reference list that shows effort to know your topic well. This paper is worth 10% of your course grade. I will assign up to ten points for this assignment based on the extent to which this reference list is well-developed and shows evidence of effort to deeply research your chosen topic. Along with your reference list, feel free to include any questions or requests for guidance that you have for meat this point in your research, and I will respond to them in my feedback.

Third, 2/12 months into our course, please submit a *preliminary thesis statement* for your research paper on *Friday, 11/19, by 5:00 pm*. This thesis statement should be from 1 to 3 pages long, double-spaced. It should present the argument that you will develop in your final paper, the rationale for studying this topic now, an overview of the literature and/or data you will use for your paper, and a plan for the paper (first, I will consider. . . then, I will examine. . . Finally, I will. . .). This thesis statement is worth 10 percent of your course grade. I will assign up to ten points for this assignment based on the extent to which you present a clear thesis argument for the longer research paper you will write, concisely situate your topic in relevant issues (present and/or historical) and literature, briefly describe the literature or data that informs your paper, and present a plan for the paper. Clearly, a lot is packed into this short assignment; that is the idea. I want you to spend time just focusing on the beginning portion of your paper and laying out what you will do. My hope is that this endeavor will set you up to write a well-organized, coherent paper. I do not expect you to leave this statement unchanged in your final paper. Turning in a draft gives you an opportunity to receive my feedback, which you will hopefully incorporate as you work towards your final product.

Finally, the paper! All students may, if they choose to, turn in an *optional first draft of the paper*. In order for me to thoroughly read and respond to these first drafts in time for students to make use of my feedback, I need to receive them no later than *Monday, 11/29, at 7:00 pm*. I will return first drafts to students, with my comments, by 12/5. Papers that go through multiple drafts tend to be stronger, but aside from this, I will not award any “brownie points” for students who submit a first draft. I will assign a grade for any drafts turned in. You can elect whether to keep this grade as your final paper grade (think, “stay of play” from the game show, *The Price is Right*), or can revise your paper according to any suggestions I might give. Your *final draft* of your research paper is *due Tuesday, 12/14 at 12:00 p.m.* I will use a rubric to evaluate this final paper. That rubric follows at the very end of this syllabus. I will send you a full set of comments by email after I have evaluated this paper.

I will expect, unless I hear otherwise from you before a paper’s due date, that I will receive all assignments from you on or before the date and time they are due. If you need to arrange an extension for any assignment’s due date, please contact me with this request at least two days before it is due. Assignments turned in late due without prior arrangement will result in a reduced grade.

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).

Abbott, A. (1988). *The system of professions: An essay on the division of expert labor*. Chicago: University of Chicago Press. ISBN: 978-0226000695

Lortie, D. C. (2002). *Schoolteacher: A sociological study* (2nd ed.). Chicago: University of Chicago Press. ISBN: 978-0226493534

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. Books from which we read a portion (such as a chapter) are also on reserve at Lewis Library. All assigned readings are listed below by the week in which they are assigned.

Class meeting dates, themes and assigned readings

Class 1: September 2

Introduction, key concepts, basic demographics and key questions (yours and mine).

Class 2: September 7

The conditions of teaching: Classic perspectives

Jackson, P.W. (1968) *Life in Classrooms* (Chapters 4 & 5 115-177). New York, NY: Teachers College Press. Posted on Blackboard.

Lortie, D. (1975/2002). *Schoolteacher: A sociological study*. (Chapter 1 (p. 1-24), Chapters 2 and 3 (Chapter-end summaries only), Chapter 6 (p. 132-161)). Chicago: University of Chicago Press

Class 3: September 14

The conditions of teaching: District and school contexts: Spillane, Consortium, Payne

Letendre et al. (2000). Teachers' Work: Institutional Isomorphism and Cultural Variation in the U.S., Germany, and Japan. *Educational Researcher*, Vol. 30, No. 6 (Aug. - Sep., 2001), pp. 3-15. E-reserve

Payne, C (2008). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, MA: Harvard Education Press (p. 49-65). Posted on Blackboard.

Spillane, J.P. (2004). *Standards deviation: How schools misunderstand education policy*. Cambridge, MA: Harvard University Press (p. 7-8, 140-167.) Posted on Blackboard.

Friday, September 17, 5:00 pm: Paper topic proposals due

Class 4: September 21

The conditions of teaching in the era of standards-based accountability

Brint, S. & Teele, S (2007). Professionalism Under Siege: Teachers' Views of the No Child Left Behind Act. In Sadochnik et al (Eds.). *No Child Left Behind and the reduction of the achievement gap* (p. 131-152) . Posted on Blackboard.

Valli, L. et al, (2008). *Test-driven: High-stakes accountability in elementary schools*. Chapter 1 (p. 1-21) and 6 (p. 125-156). Posted on Blackboard.

Lipman, P. (2009). Paradoxes of teaching in neo-liberal times: Education “reform” in Chicago. In S. Gewirtz et al. (Eds.), *Changing teacher professionalism: International trends, challenges and ways forward* (p. 67-80). London, UK: Routledge.. Posted on Blackboard.

Class 5: September 28

Teacher quality and teacher rights: Yin-yang, a dichotomy or an uneasy partnership?

Ingersoll, R. (2008). The teacher quality problem. In M. Cochran-Smith, S. Feinman-Nemser, D.J. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education (3rd edition)*(p. 527-533). Posted on Blackboard.

Koppich, Julia. 2005. “A Tale of Two Approaches—the AFT, the NEA, and NCLB.” *Peabody Journal of Education*. Vol 80, No. 2, pp. 137-155. E-reserve

Kerchner, Charles Taylor and Bruce S. Cooper. 2003. “Ravens Under Siege: Teach Union Legitimacy and Institutional Turmoil.” In William Lowe Boyd and Debra Miretzky, eds., *American Educational Governance on Trial: Change and Challenges*. 102 *Yearbook of the National Society for the Study of Education*. Part I. Chicago: University of Chicago Press, pp.219-248. Posted on Blackboard.

Darling-Hammond, L. & Youngs, P. (2002). Defining “Highly qualified teachers”: What does “Scientific-based research” actually tell us? *Educational researcher*, 31(9), 13-25. Accessible online at <http://www.aei.org/docLib/0844742112.pdf> .

Teacher quality and unions in D.C.. Please read the following two short pieces on the recent performance-based dismissal of teachers in Washington, D.C.:

http://www.washingtonpost.com/wp-dyn/content/article/2010/07/23/AR2010072303093_2.html?sid=ST2010072303662
<http://www.washingtonpost.com/wp-dyn/content/story/2010/07/23/ST2010072303662.html?sid=ST2010072303662>

Recommended:

Dreeben, R. (2005). Teaching and the competence of occupations. In L. Hedges & B. Schneider (Eds.), *The social organization of schooling* (p. 51-70). Posted on Blackboard.

Class 6: October 5

Teaching together: The effects of teachers upon one another

Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record*, 91(4), 509-536. Posted on Blackboard.

Coburn, C. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*, 30(3), p. 203-235. E-reserve

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.

No class October 12. Have a fabulous Fall Break!

Class 7: October 19

Teacher effects research

Nye, B., Konstantopoulos, S., & Hedges, L. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis* 26(3) 237-57. Accessible online at [http://steinhardt.nyu.edu/scmsAdmin/uploads/002/834/127%20-%20Nye%20B%20%20Hedges%20L%20%20V%20%20%20Konstantopoulos%20S%20%20\(2004\).pdf](http://steinhardt.nyu.edu/scmsAdmin/uploads/002/834/127%20-%20Nye%20B%20%20Hedges%20L%20%20V%20%20%20Konstantopoulos%20S%20%20(2004).pdf)

Boyd, D., Grossman, P., Lankford, H., Loeb, S. & Wyckoff, J. (2009). Teacher preparation and student achievement. In *Educational Evaluation and Policy Analysis*, 31(4), 416-440. E-reserve

Ferguson, R. (2003). Teachers' Perceptions and Expectations and the Black-White Test Score Gap. *Urban Education*, 38(4), 460-507. E-reserve

Friday, 10/22, 5:00 p.m.: Preliminary reference list due

Class 8: October 26

Race, gender, social class and teaching

Texts on the gender and teaching to be announced on or before 10/19. LUC/SOE Doctoral candidate Nicole Ortegón will facilitate class discussion about the feminization of teaching.

Foster, Michele. (1997) *Black Teachers on Teaching*. New York: The New Press (XV-LI). Posted on Blackboard.

Lensmire, T.J. & Snaza, N. (2010). What teacher education can learn from blackface minstrelsy. *Educational Researcher*, 39(5), 413-422. E-reserve

Lareau, A. and Horvat, E. M.. Moments of social inclusion and exclusion: Race, class and cultural capital in family-school relationships. In Ballantine, J.H. & Spade, J.Z. (2008), *Schools and Society* (3rd Edition) (p. 306-315). Posted on Blackboard.

Class 9: November 2

Teacher retention and attrition

Johnson, S.M. & Kardos, S.M. (2008). The next generation of teachers: Who enters, who stays and why. In M. Cochran-Smith, S. Feinman-Nemser, D.J. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education (3rd edition)*(p. 445-467). 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)

Allensworth, E., Ponisciak, S. & Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago Public Schools. Chicago, IL: Consortium on Chicago School Research. Accessible online at http://ccsr.uchicago.edu/publications/CCSR_Teacher_Mobility.pdf (31 pages excluding references and end matter)

Example of news media coverage of teacher layoffs and implications for future teacher shortages: <http://www.heraldonline.com/2010/05/09/2153992/teacher-shortage-looms.html>

Class 10: November 9

Making teachers: Purposes and emphases of teacher education

Hansen, D.T. (2008). Values and purpose in teacher education. In M. Cochran-Smith, S. Feinman-Nemser, D.J. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education (3rd edition)*(10-26). Posted on Blackboard.

Dallavis, C. & Holter, A. (2010). Preparing teachers for the Catholic school context. Presented at American Educational Research Association Annual Meeting, Denver, CO, April 2010. (16 pages excluding references and end matter). Posted on Blackboard.

Haberman, M. & Post, L. (2008). Teachers for multicultural schools: The power of selection. In M. Cochran-Smith, S. Feinman-Nemser, D.J. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education (3rd edition)*(p. 360-370). Posted on Blackboard.

Discussion of student-program fit: Please read “Victory of freedom of speech at Stanford” (2009). Accessible online at <http://www.thefire.org/article/10900.html>. Please read entire post as well as the highlighted links, “email” and “letter,” in the 5th paragraph and the highlighted link, “second letter,” in the 7th paragraph.

Recommended:

Feiman-Nemser, S. & Tamir, E. (2010). The role of context in the preparation of Jewish day school teachers: The case of the DeLeT program. Presented at American Educational Research Association Annual Meeting, Denver, CO, April 2010. (27 pages excluding references and end matter) Posted on Blackboard.

Class 11: November 16

Teacher education and its boundaries, alternative certification

Foderaro, L. (April, 2010). Alternative path for teachers gaining ground. *New York Times*. Accessible online at <http://www.nytimes.com/2010/04/19/education/19regents.html>

Wilson, S.M. & Tamir, E. (2008). The evolving field of teacher education: How understanding challenge(r)s might improve the preparation of teachers. In M. Cochran-Smith, S. Feinman-Nemser, D.J. McIntyre & K. Demers (Eds.), *Handbook of research on teacher education (3rd edition)*(908-935). Posted on Blackboard.

Hess, F. (2006). Tear down this wall. In *Tough love for schools: Essays on competition, accountability and excellence* (p. 164-173). Washington, D.C. American Enterprise Institute. Accessible online at: <http://www.aei.org/docLib/0844742112.pdf>

Summary of research on Teach for America. Accessible online at: <http://www.teachforamerica.org/about/research.htm>

Corcoran, S. & Jennings, J. (2009). Review of “An Evaluation of Teachers Trained Through Different Routes to Certification: Final Report”. (14 pages excluding references) Accessible online at: <http://epicpolicy.org/files/TTR-Corcoran-MATHEMATICA-TEACH-TRAIN.pdf>

Friday, November 19, 5:00 p.m.: Thesis statement draft for research paper due.

Class 12: November 23

Teacher education and its boundaries, continued.

Abbott, A. (1988). *The System of Professions*. Chapters 1-4 (pages 1-20, 33-113).

Grossman, P. (2008). Responding to Our Critics: From Crisis to Opportunity in Research on Teacher Education. *Journal of Teacher Education*, 59(1), 10-23. E-reserve

Optional first draft of paper due 11/29, 7:00 pm. First drafts will be returned with instructor comments by 12/5.

Class 13: November 30

Teacher roles

Merton, R. K. (1968). *Social theory and social structure* (p. 422-440). New York: The Free Press. Posted on Blackboard

Callero, P. (1994). From role-playing to role-using: Understanding role as resource. *Social Psychology Quarterly*, 57(3), 228-243. E-reserve

Sarason, S. B. (1996). The ends and means of change. In *Revisiting "The culture of the school and the problem of change"*. New York: Teachers College Press (283-298). Posted on Blackboard.

Bartlett, L. (2004). Expanding teacher roles: A resource for retention or a recipe for overwork? *Journal of Education Policy*, 19(5), 565-582. E-reserve

Phillippo, K. (2010). Teachers providing social and emotional support: A study of advisor role enactment in small high schools. *Teachers College Record*, 112(8), 2258–2293. To be posted on Blackboard or distributed by email.

Recommended:

Hindin, M.J. (2007) Role Theory. In George Ritzer (ed.) *The Blackwell Encyclopedia of Sociology*, 3959-3962. Posted on Blackboard.

Waller, W. (1932). *The sociology of teaching* (p. 318-337). New York, NY: Wiley.

Class 14: December 7

Visions for the teaching profession, course summary and evaluations

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: History and Practice*, 6,(2),159-182. Posted on Blackboard.

Hawley, Willis (2010). The 2015 report on colleges of education: Why some prospered, and many fell by the wayside. *Education Week*, 29(33), 28-29. Copy posted on Blackboard.

Siegel, P. (2007). Transforming education: In search of a 21st century solution. In B. Wehling (Ed.), *Building a 21st Century Education System* (160-168). Accessible online at http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/Chapter17.Siegel.pdf

Hess, F. (2009). Revitalizing teacher education by revisiting our assumptions about teaching. *Journal of Teacher Education* 60(5) 450–457. Posted on Blackboard.

Final draft of paper due Tuesday, 12/14 at 12:00 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.

Research paper grading rubric

Content
Argument is well-developed and flows coherently from beginning to end of paper in a fashion that is seamless (leaves no gaps) and easy to follow. (25%)
Argument is substantiated with sufficient, credible evidence. (15%)
Citation and use of evidence reflects solid understanding and analysis of it. (15%)
Quality of writing
Writing is clear and easy to understand, even if concepts communicated are complex. (20%)
Paper is well-organized, and is broken into sections that mirror the procession of the author’s argument, including an introduction that provides an lead-in to the paper and a conclusion that summarizes the paper (15%)
Conventions of writing are followed (spelling, grammar, punctuation, APA

style) (10%)