Course Introduction
Why do we have an “achievement gap” between students from different communities, racial and ethnic groups, and social class groups? What leads people to such heated disagreement about curricula that children are taught in K-12 schools? How have we arrived at a point where children compete against one another for admission to public schools and universities? When we talk about safety in schools, whose safety are we prioritizing, how, and why? 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 helps) schools’ efforts to teach their students? Why do we get the education policy that we get, and why doesn’t it improve the things that seem to always vex schools, educators and students?

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 theory from the academic disciplines of sociology, the sociology of education (a subdiscipline of sociology) 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 theory. One perspective that will thread through our course is that of social justice, which is not necessarily inherent to the sociology of education, but is a lens through which we will consider the information that we take in together. This perspective emphasizes equity, and is eloquently defined in the Jesuit Social Research Institute’s definition of social justice (p. 3).

Essential Questions
As the instructor, I assume that each student brings their own questions to this course and that each student will pursue answers to those very individual 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 do different sociological lenses on education explain what works (and doesn’t work) in American schools, and how?
3) What role do social forces outside of schools have in student learning experiences and outcomes?
4) What kinds of relationships can we observe between society, schools, teachers and students, and what impact do these relationships have on students’ experiences in school, and what kinds of tensions arise from these relationships?
5) How can we change schools? What maintains stability in schools?

Course Goals
As your instructor, I want for 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 three more specific goals of the course:

1. Students will learn fundamental principles and theories from the sociology of education perspective that will help them analyze, understand and formulate responses to different situations, problems and dilemmas present in K-12 schools. Our pursuit of this goal will have students bridging together theory and various forms of evidence (such as empirical research, policies, practices and events in the world of education), and responding from that position.
2. Students will use theory and empirical research from the sociology of education perspective to analyze and critically evaluate ideas, arguments, and points of view present in historical and contemporary discourse about K-12 schools. Our pursuit of this goal will have us working on identifying and expressing texts’ key arguments and findings, research questions and analytic methods, and critically analyzing texts accordingly.

Assessment of learning
Assessment of your 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 you to reflect on and respond to a variety of issues and readings—not just a final assignment topic—as you move through the semester. Second, the assignment structure is an attempt to balance against the substantial, and occasionally quite heavy, load of assigned reading, which is approximately 100 pages per week. I hope that you 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) helps me as the instructor to gauge how the course is going for you and adjust it if needed to better suit your strengths, needs or interests.

Your course grade will be calculated on a 100-point scale as follows:

A  93-100
A-  90-92
B+  87-89
B   83-86
B-  80-82
C+ 77-79  
C  73-76  
C- 70-72  
D+ 67-69  
D  63-66  
D- 60-62  
F  59 and below

You can track your course grade on Sakai. For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).

I will use the following criteria for determining final course grades:

Class Attendance: 10%  
Class Participation: 5%  
Critical Memo 1: 15%  
Critical Memo 2: 20%  
Critical Memos 3 and 4: 22.5% each  
Final Integrative Essay: 5%

Each component of your responsibilities in the course 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 15% of your final grade. Specifically, attendance at class each week counts towards 10% of your final grade, and is calculated based on the percentage of class meetings you attend. Active participation in class discussions counts towards 5% of your final grade. Full attendance credit is given for full class attendance (arriving to face to face or online class meetings on time, staying for the entire class, returning promptly from any class breaks), with partial credit awarded for partial attendance. One missed class will be allowed with no penalty. The only absences not counted against your attendance grade are required military service and documented personal or family medical emergencies.

Please arrive on time to class, having read and brought to class 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 assigned texts with your colleagues. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire group.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, but also interferes with engagement and participation in class, particularly in this interactive course. Cell phone use is not welcome in this class, unless it pertains to a learning needs accommodation. If you find yourself dealing with an urgent situation that cannot wait for your attention until class break or the end of class, I ask that you step out of the classroom briefly to use your phone. Laptop or tablet use is welcome only for class-related purposes such as reading electronic texts, taking notes, or doing
internet research in class. Please refrain from using electronic devices in class if their use (e.g., surfing the internet, writing, checking and/or deleting email, typing other than taking notes) does not pertain directly to your participation in our course. Use of electronics in ways that do not honor these requests would negatively impact your course participation grade.

Online class meetings (dates noted in the week-by-week description of class meetings) will blend independent work using material that you will be able to access via Sakai together with shared conversations where all class members will join together in an online class format (during our regularly scheduled class time). During these weeks in particular, please check your email regularly for communications from me and/or from colleagues with whom you are collaborating. Participation in these sessions will be evaluated by the quality of comments made and completion of all tasks assigned during online sessions (or by the designated due date).

To fully participate in online class discussions, you will need headphones with a microphone function (headphones for use with a cell phone are adequate); you do not need specialized headphones and a device (phone, computer or tablet) that has camera capability. Without these, you will not be able to take part in online breakout groups, which are an important part of building knowledge together in our class. Please purchase and test headphones if necessary before the first online class session (9/11). Headphones are also available for checkout via LUC Libraries. Please download and test Zoom software on whatever device you will use for class participation (phone or computer) before our online first class meeting on September 4; please review LUC’s instructions for getting started online.

**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. Because the length of these papers is very deliberate on my part, please note that if your paper exceeds five pages, I will complete reading the paragraph that continues onto page six and will then stop reading your paper, assigning a grade to the material I have read up to that point. Please post a copy of each memo to the corresponding assignment section of this course’s Sakai site on the assignment’s due date by the time at which it is due. Please name the files you submit using your last name and the assignment name, for example if I were submitting a paper, it would be titled: “Phillippo.Memo1.docx”

These memos serve as the main vehicle for developing students’ abilities as described in the course’s goals. Each memo should consist of 3 key parts: summary, application of concepts or theories from class and course readings, and your critical evaluation. First, you will need to summarize the source material (whether an author’s argument, a policy or practice, depending on the assignment and the material you are using), that you discuss in your memo. Please summarize your source material briefly, describing its main argument(s), central point(s), and/or issues that directly 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 memo, please apply your selected concepts, theories or perspectives from class and course readings to the material you have already introduced. How do these help you to interpret and understand this material? What can you see in this material through the lens that these concepts, theories or perspectives provide? Interesting issues or opportunities? Obvious contradictions or problems? A good or poor fit? An opportunity to extend or challenge the concept or theory? A hidden solution?

Third, and most important, is your critical analysis of the written material that you cite. This part of your memo builds upon the application of concepts and theories as discussed above. Please provide your own analysis of and reaction to the work. It is fine to say that you liked or disliked what you read, but that is not sufficient for the critical memo assignment. Please offer your own thoughtful analysis and critique of what you have read based on the perspectives you have gained through steps 1 and 2 of this assignment. Please cite all of your sources in APA style (or using another citation style such as MLA) at the end of your memo.

I will grade your memos according to the presence and quality of the three components discussed above (summary: 20%; application of perspectives, concepts or theories: 30%; 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 and paragraph structure, punctuation), worth 20% of each memo’s grade. The rubric I will use for evaluating your assignments follows below.

**Critical memo grading rubric**

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<th>Category</th>
<th>Description</th>
<th>Percentage</th>
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<tr>
<td>Summary of content texts</td>
<td>Author provides a clear, concise summary of any source material or content (as opposed to theoretical or conceptual) texts that are discussed in the memo, so that the reader can understand any content that is analyzed in the paper.</td>
<td>20%</td>
</tr>
<tr>
<td>Application of perspectives, concepts and/or theories</td>
<td>Author clearly describes perspectives, concepts and/or theories used in paper, and applies them explicitly and thoroughly to the content text.</td>
<td>30%</td>
</tr>
<tr>
<td>Critical evaluation of material</td>
<td>Evidence of original analysis. Evidence is present of author’s original analysis and critique of materials read. Critical evaluation is connected to author’s application of perspectives, concepts and/or theories.</td>
<td>15%</td>
</tr>
<tr>
<td>Critical evaluation of material</td>
<td>Quality of argument. Author’s argument coherently flows from beginning to end of paper in a fashion that is cumulative, well-developed and easy to follow. All arguments are substantiated with credible evidence.</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>Memo is clear, and easy to understand, even if concepts communicated are complex; Memo is effectively organized and includes a thesis statement at the memo’s beginning. Author follows conventions of writing (spelling, grammar, sentence and paragraph structure, punctuation, APA or other style followed consistently).</td>
<td>20%</td>
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Each memo’s grade will be determined by multiplying its final score by the percent of your final grade that each memo contributes (15%, 20% or 22.5%, depending on which memo it is). My goal is to return your graded memo to you, with feedback, within two weeks. You have the option of revising and resubmitting critical memos 1, 2 and 3, but not 4 (due to its late submission date relative to the end of the semester). Revisions are
due one week after the date on which I return papers (with my feedback) to students. Extensions to revision due dates are not available except in the case of a documented emergency. I will evaluate your original papers using the “track changes” function in Microsoft Word. Please make revisions to the copy I return to you, using track changes or highlighting all of the changes you have made, so that I can see how and where you have revised your original paper. I will not be able to grade revisions that are not submitted in one of these formats. While revision is never required and does not guarantee a higher grade, it offers a chance for you to incorporate feedback into the development and improvement of your work.

Critical memo topics are:

1. Schooling in American society. How does contemporary American schooling reflect society’s values or priorities? Please analyze and discuss a particular case example for this paper. You may use the case of Advanced Placement U.S. History standards, summarized in the article by Schlanger posted on the course Sakai site (Resources>Critical memos), although you are welcome to consult other resources if you like. If you prefer, you may analyze another specific statement, school, policy or program, current-day or historical, of your choice. If you choose a different case to evaluate, please consult with me about your choice prior to beginning work on the assignment. Please evaluate your case material according to our course readings on what nations and societies want and get from their schools. What would the authors we have read so far say in response to your chosen case, if they could? Critical memo 1 is due on Monday, 9/16 at 7:00 p.m.

2. Theory-driven analysis of contemporary schooling. Please analyze Specialized High Schools in New York City for this memo. Materials describing these schools and the controversy over access to them are posted on Sakai (Resources>Critical memos>Optional case material for critical memo 1). In your analysis, please apply one or two theoretical perspectives from the following list: Functional Theory, Conflict Theory, Social Capital Theory and Cultural Capital Theory. In your memo, please address the following: 1) How would your selected perspective(s) help to explain Stuyvesant (for example, its approach, its effectiveness, its shortcomings, competition for seats) as it is described in the text? And, b) How useful do you find your chosen perspective(s) in understanding students’ experiences with admissions to and/or while enrolled at the school? Critical Memo 2 is due on Friday, October 4 at 7:00 p.m.

3. Stone’s “Enduring values of community life.” Please analyze case material of your choice, using one of the five values shared by Stone in our course text (described briefly on page 14, in greater detail in chapters 2-6). When selecting your case material, please identify a case about P-16 education that brings up social, professional, organizational or instructional tensions (you do not need to write about all of these, I am just suggesting you consider them as you gather sufficient material for writing your paper). In your analysis, please address how your case reflects and/or challenges one of Stone’s identified values, and what you feel that this means for the ongoing operation of the policy, practice, school
etc. Do you feel it should change? Be left as is? Be used as a positive or negative example? Something else? Critical Memo 3 is due Friday, November 8 at 7 pm.

4. Policy intention and impact analysis. Please choose and briefly describe an educational policy (contemporary or historical). I have provided an example (EdTPA, a teacher candidate assessment tool) for those who are looking for a case to use, which can be located on Sakai under Resources>Critical Memos>Optional case materials for critical memo 4. In your description, please address how and why this policy came into existence, its stated intentions, whom it targets, and who is responsible for carrying it out (this is the “summary” part of this particular memo). Then, using material from our class discussions on school reform and change, please analyze its implementation, which could involve either the process of implementation or its outcomes. Readings and concepts from class (most likely from the class meetings on school change) are the lenses that I would like for you to use to analyze your selected policy. Finally, informed by the preceding sections of this memo, please discuss whether or how this policy was effective (this is the original critique part of your assignment). Critical memo 4 is due at 7:00 pm on Friday, December 6.

Please submit all critical memos to the appropriate assignment link on this course’s Sakai page.

Final integrative essay
This 3-5 page paper assignment asks you to integrate what they have learned in this course into your research and/or professional practice. For this assignment, please reflect upon and discuss ways in which this course has impacted your understanding of how your work as an education professional relates to social justice. What did you think or do at the beginning of this course, and how has your thinking/action changed (expanded, shifted, reversed, deepened)? What do these changes signal for your practice and/or research as you move forward in your education?

Please cite at least 3 specific readings or concepts discussed in the course, and explain specifically how they connect to your experience.

This assignment is worth 5% of your grade, and will be assessed on a pass/fail basis.

Please post the integrative essay to its corresponding link on this course’s Sakai page. It is due on Wednesday, December 11 at 9 am.

Written assignments and due dates
I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, we will negotiate a workable date. I will consider written assignments turned in on the due date, but after the due time, late unless you have made prior arrangements with me.

Late assignment submissions will be accepted without penalty only if a) you make a written request for an extension at least five hours before the paper is due; or b) there is a documentable illness, personal or family emergency that prevents you from turning in
your paper. If you request an extension (option a), you are not required to explain why. Please propose at that time an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon, revised date and time without further communication from you will be considered late.

Late submissions that don’t meet the descriptions above will be assessed a five-point (on a 100-point scale) penalty.

Assignment grading and return
I will grade and return your paper, with my comments, within two weeks of its submission. I will return your paper to you via Sakai.

Assessment according to School of Education Conceptual Framework Standards
All School of Education students’ work is evaluated according to the school’s conceptual framework (Social Action through Education). ELPS 410 students’ work, as represented by their final integrative essay, is assessed according to our conceptual framework standard 2 (“Candidates apply culturally responsive practices that engage diverse communities.”). I will assess your essay accordingly, considering how you will bring lessons learned in this class to your work as a scholar, educator, and /or employee of an organization that works with P-16 schools.

For this reason, in addition to this course’s requirements that all assignments are submitted via Sakai, all School of Education students are required to upload their final integrative essay to Livetext (see details below). Assignment assessment results are reported on Livetext.

This assignment will be assessed according to the following criteria:

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Results are reported on Livetext (www.livetext.com), to which the SOE requires all degree-seeking students to subscribe. You can access more information at the SOE LiveText page. Please contact me if you have any questions about this requirement.
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 Sakai 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 24 hours between Sunday and Friday. Due to religious observance, I do not check email on Friday night or Saturday.

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). Starred entries are also available through LUC Libraries as an loanable e-book.


In class-by-class reading assignments, I denote readings from these texts with (T) after their listing. Other readings—whether pdf documents or links to the readings at LUC Libraries’ website—will be posted on LUC’s Sakai site for this course (noted as S). Where readings are accessible on the internet, I have provided linked text. Some links are updated by their webhost; if you find a weblink that no longer works please let me know as soon as possible so that I can inform others in our class. All assigned readings are listed below by the week in which they are assigned.
Class meeting dates, themes and assigned readings

Class 1: August 28. Class will meet face to face.
Introduction to course: purpose, focus, goals and logistics; preparation for online class meetings.

Required reading:

Brint, Schools and societies, chapter 1, pages 20-29 (S)
Labaree, Someone has to fail, Introduction (p. 1-9). (T)
Stone, The market and the polis (p. 19-36). (T)


Class 2: September 4, Class will meet online.
Sociological perspectives on education. What do societies want (and get) from their schools? Discussion of macro-perspective.

Brint, chapter 2 (32-70; can skip pages 64-68) (S)


(readings continue on next page)
Please read one of the following two articles (you are, of course!, welcome to read both):


--or--


In class on 9/4 we will discuss the format and requirements for your first critical memo.

Class 3: September 11. Class will meet face to face.

What does America want (and get) from its schools?

Labaree: Chapters 1 (10-41), 2 (42-54, skip Rochester case 54-58, skim 58-67 including common schools material, since most of this information is also present in chapter 1, read 67-79) and 3 (80-89, 94-105 only). (T)


Loewen, Introduction (p. 1-8) and chapter 8 (219-243), from *Lies my teacher told me: Everything your American history textbook got wrong*. (T)


Critical memo 1 is due on Monday, 9/16 at 7:00 p.m.

Class 4: September 18. Class will meet face to face.


From Sadovnik and Coughlan text, Chapters 3 (Collins, Functional and conflict theories of educational stratification, p. 37-52) and 4 (Bowles & Gintis, Broken promises: School reform in retrospect, p. 53-70), see also pages 3-8 for an overview by A. Sadovnik. (T)


Phillippo, K. (2019). Differentially defended: Students’ developmental vulnerability to competitive choice, and family capital’s buffering role. From *A contest without winners: How students experience competitive choice policy*. (S)
Class 5: September 25. Class will meet online.

From Sadovnik and Coughlan text: Chapters 6 (Bourdieu, The forms of capital, p. 83-96), and 7 (Coleman, Social capital in the creation of human capital, p. 97-114). (T)


Khan, pages 1-17, 77-80, 94-113, 151-192 and 193-199. (T)


Class 6: October 2. Class will meet face to face.
Enduring values of community life: Efficiency.

Stone, chapter 3 (p. 63-84) (T)

Labaree, review pages 15-18 (Competing goals for schooling), 99-101 (The comprehensive high school) (T)


From Sadovnik & Coughlan, Chapter 11 (Ingersoll, Is there really a teaching shortage? p. 179-196.) and Chapter 12 (Hallinan and Oakes exchange about tracking, p. 197-209). (T)

White, T. (In press—sneak preview copy!). Education Policy and Black Teachers: Perspectives on Race, Policy and Teacher Diversity. Journal of Teacher Education. (S)

Critical Memo 2 is due on Friday, October 4 at 7:00 p.m.

No class October 9 due to Yom Kippur (Jewish religious holiday). Please take advantage of the week off of class to begin on the hefty readings for October 16!
Class 7: October 16. Class will meet online.
Enduring values of community life: Equity and welfare. Midsemester course evaluations.

Stone, chapters 2 (39-62) and 3 (85-106) (T)


Putnam, (135-226, skim case vignettes on pages 193-206). (T)

Class 8: October 23. Class will meet face to face.
Enduring values of community life: Educational access, engagement and advancement


Loewen, Chapters 5 and 6 (p. 135-203) (T)


Class 9: October 30. Class will meet face to face.
Enduring values of community life: Liberty and security. School choice, local control of schools and curriculum. Discussion in preparation for critical memo 3.

Stone, Chapters 5 and 6 (107-153) (T)

(Readings continue on next page)

Loewen, Chapter 9 (p. 244-258). (T)

Reynolds, H. (2019). Reflections from a board member in a time of politicization and intolerance. Teachers College Record (In hot pursuit of article, will post when I have it.)

Emmanuel, A. (2019). Lightfoot: New Chicago school board will stop making so many decisions behind closed doors. *Chalkbeat.* (S)

*Class 10: November 6. Class will meet online.*

Enduring values of community life: Liberty and security. Student rights and protections: school safety and immigrant students.


*Critical Memo 3 is due Friday, November 8 at 7 pm.*

*Class 11: November 13. Class will meet face to face.*

School change and school stability: From problems to policy.

Stone, Chapters 8, 9 and 10 (p. 183-268) (T)

Tyack and Cuban, p. 1-12 and 40-59. (T)

Class 12: November 20. Class will meet online.


Tyack and Cuban, 60-94, 102-109 (T)
Labaree, Chapter 4 (106-133) (T)

No class November 27: Have a great Thanksgiving holiday!

Class 13: December 4 — Final class meeting. Class will meet face to face.
School change and school stability: The durability of education reform, education reform in face of inequity. Course review, conclusions, preparation for integrative essay, course evaluations.


Stone, Conclusion chapter (379-385) (T)
Labaree, Chapter 8 (222-256) (T)
Putnam, chapter 6 (227-261) (T)

Final Integrative Essay is due Wednesday, December 11 at 9 am.

School of Education and University Policies Related to Course

School of Education Conceptual Framework
The School of Education’s Conceptual Framework—Social Action through Education—is woven throughout this course. My goal as your instructor is to help you use the tools presented by sociologists of education towards social action, be it through research, school-based practice, or community-based work in the interest of students, families and schools.

Diversity
This course explicitly addresses diversity in the field of education through nearly all of its assigned readings. In addition, I as instructor will encourage class members to engage different diversities (e.g., by social class, gender, ethnicity, race, sexual and gender identity, age, ability, political and professional backgrounds) as we consider different topics. Diversity among enrollees in the course is one of its central strengths,
critical to this course’s success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be expressed, thoroughly considered and respected by all members of our class.

**Smart Evaluation**
Towards the end of the course, you will receive an email from LUC’s Office of Institutional Effectiveness as a reminder to provide feedback on this course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- This feedback is important so that instructors can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Dispositions**
All SOE degree-seeking students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. You can find the rubrics related to these dispositions in LiveText and in the [CEPS Program Handbook](#). Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addenda**
Please see [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

**Academic Honesty**
In addition to University policies on academic honesty, please also note that all written assignments for this course are to be submitted via Turnitin on Sakai. As a result, each of your papers will be assessed electronically for originality (comparing it to other papers submitted for this course, and available internet resources, including Wikipedia, academic and popular press articles, and other electronic texts). If you have any questions about properly citing and using other resources, please let me know.