



COURSE OUTLINE

Course Number: SOC 104

Course Title: Sociology of Education

Credits: 3

Hours: 3

Catalog description:

This class will be an overview of the relationship between school and society. The fundamentals of the field of sociology will serve as a foundation for the exploration into educational issues. Some topics will include the school as an agent of social change, the political arena, demographics and socioeconomic factors impacting education, the profession of teaching, and other issues surrounding public education.

Required texts/other materials: Spring, J. (2014). *American education*. 16th edition. New York, NY: McGraw Hill.

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Course Competencies/Goals: *The student will be able to:*

- Evaluate the political, sociological, and global goals of schooling.
- Explain how schools and society are inextricably connected.
- Evaluate current societal issues challenging public education.
- Identify, analyze and evaluate the effects on students of bilingual education laws and legislation in the State of New Jersey and throughout the United States.
- Compare and contrast, apply, and evaluate different school and classroom organizational models for English Language Learners.
- Investigate the role of the teacher as an advocate, role model and professional resource for English Language Learners.
- Analyze the roles of educational institutions in society and the groups involved.
- Compare and contrast the actions and behaviors of various educational stakeholders; evaluate their influence.

- Evaluate current practices, legislation, and research that impact public education with emphasis on the experience of English Language Learners, including topics such as institutional racism; connections between education, oppression, and freedom of thought; examples of teachers working toward social justice through critical education; developing the multicultural curriculum; and others.
- Identify how diversity and multiculturalism have influenced the modern school system.
- Explain, analyze, and evaluate how race, socioeconomic status, gender, and segregation effect the experience of schooling.
- Demonstrate effective communication and research skills via the following mediums: orally, in writing, and in collaborative settings.
- Demonstrate intensive writing skills, information literacy, and proper documentation of research.
- Create an original research project germane to course content and supported with primary sources.

Course-specific General Education Knowledge Goals and Core Skills.

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail

(Please note that the units below will be divided over a 15 or 10 week semester)

Unit I The Political and Social Goals of Schooling.

- Define the concept of what a social science is; identify how research is conducted within the field . (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Assess and discuss how researchers analyze American schools. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the political and historical goals of schooling. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Compare and Contrast the Common Core Standards Movement to historical school reform. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Evaluate National Curriculum and standards with a political lens (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the societal goals for schooling. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Discuss how schools promote culturally desirable behavior. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Analyze how various morals and practices are shaped within the context of power (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Assess the elements of school culture including both positive and negative attributes. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Analyze how broader societal expectations influence the curriculum (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- ***Unit I The Political and Social Goals of Schooling.***

Unit II History, Issues, Legislation of Bi-Lingual Education

- Explain and evaluate the effects of historical forces, statutes and case law that have determined language policy and equitable education in the United States: *Brown v. Board of Education* 1954, Title VII, Civil Rights Act of 1964, Bilingual Education Acts of 1968 and 1974, Equal Education Opportunity Act, *Lau vs. Nichols* 1974, NCLB Title III (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify key factors that have shaped language policy in the United States and the education of language minority children: Civil rights movements throughout American history, demographic, economic and policy priorities that have shaped the education of English Language Learners (ELLs). (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Compare and contrast current issues affecting Bilingual Education, current research, and pedagogical theories for and against bilingual education: National Assessment of Educational Progress (NAEP), National Literacy Panel (NLP), Center for Research on Education, Diversity and Excellence (CREDE), examination of and reflection on personal attitudes and beliefs on difference, equality, and social justice. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G).
- Identify, analyze, and explain New Jersey laws and legislation governing the compliance of equitable education for English Language Learners; including NCLB minimum requirements for both students and teachers, New Jersey School Law: Bilingual Education NJ Administrative Code for Bi-lingual Ed. 6A:15-1.1, New Jersey State Bilingual Education Act; State and Federal statutes regulating Bilingual Education (NCLB, Title III), New Jersey state requirements for language minority students New Jersey state requirements for bilingual education teachers, New Jersey state preschool implementation guidelines, NJ state elementary/secondary bilingual education standards (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify a researchable topic related to sociology and education; formulate a thesis. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit III Models of Bi-Lingual Education

- Identify, explain, and analyze different levels of fluency in multiple languages, cognitive affects, multiple influences on language choice, bilingual and multilingual abilities. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate the experiences and preconceived notions and facts about bilingualism in today's schools. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create strategies that reflect considerations for bilingual students with special needs. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Identify, differentiate, and compare and contrast educational models for English Language Learners used in NJ and in the US including Dual Language Programs, Maintenance Bilingual Program, and Transitional Bilingual Program (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E).
- Compare and contrast Sheltered Instruction and Immersion/ Pull-out ESL/ Push-in classroom ESL. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate ways in which model choice is affected by political, and social issues and how these model affect second language learners academically and socially. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit IV Diversity and Multiculturalism in Schools

- Identify global migration patterns and its effect on the American school system (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Analyze the effects of US mainstream cultural values on teaching strategies and curriculum, culturally diverse classrooms, demographics in American schools, Acculturation / assimilation (Banks, 2003), Deep Culture / Surface Culture (Pang, 2005), and culturally responsive teaching (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate the experiences of Asian-American and Native American students within the American school system (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Analyze issues related to language diversity within the American school system (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Compare and contrast various perspectives and theory on multiculturalism. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Demonstrate ways to infuse multiculturalism into the curriculum (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create strategies for addressing discrepancies within the curriculum related to cultural and linguistic diversity Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit V Equality of Education

- Define the terms and concepts of demographics, diversity, and poverty. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Identify current demographics relevant to education in the public school system. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Apply current demographics to the changing American family; discuss its relevance to educators. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate poverty in the United States and assess its impact on public education. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate various programs which attempt to mitigate the impact of poverty on public school systems. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Assess possible strategies aimed at addressing poverty's impact in schools. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit VI Race and Education and Segregation within American Schools

- Identify legal issues related to the definition of race (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate various theories and perspectives on race and education (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Identify, explain, and assess segregation in the American school system; past and present (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Research the current status of American schools in relation to segregation. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)Evl
- Evaluate past and current efforts to desegregate schools (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Locate and evaluate various sources; Construct an annotated bibliography for the research process. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit VII Gender and Education

- Identify and assess gender bias in American society (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Identify and assess gender bias in the American school system (Course Competencies: 1,2,3,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate the economic ramifications of gender bias. (Course Competencies: 1,2,3 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Compare and contrast the experience of females during various stages of educational attainment (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create strategies for addressing gender discrepancies within the curriculum.(Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit VIII Bullying

- Define and explain the different types of bullying (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Compare and contrast programs and strategies used to combat bullying (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate the prevalence of school violence in America over the past thirty years (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Analyze and reflect on student experiences with bullying (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Assess the positions statements asserted by school officials such as psychologists and administrators. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Design strategies for creating an inclusive environment; evaluate teacher strategies for combatting bullying within the classroom (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Construct a research outline as part of the research process. . (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit IX Students with Disabilities

- Define inclusion, mainstreaming, and full inclusion. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Identify various special needs which students may possess. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Compare and contrast the practices of inclusion and full inclusion. (Course Competencies: 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Analyze the practical implementation of each policy. (Course Competencies: 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Discuss the challenges associated with serving a special needs student in a public school setting. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Assess the effectiveness of policies and practices concerning inclusion and full inclusion. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create a research paper and presentation that embodies all phases and reflects the use of primary and secondary sources to investigate chosen topic (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Evaluation of student learning:

Instructors will have some discretion in determining the format and content of required work; however, written and verbal assignments in any sociology and or education course are designed

to help students develop the General Education skills listed above. Instructors should emphasize these goals in their assignments and assessments.

For the intents and purposes of this course, a variety of assessments, particularly written ones, should be included and given significant consideration. Below are the parameters within which instructors may operate:

Reading Assignments: Textbook and supplementary articles/readings

Evaluation of weblinks, videos, and other relevant sources: students should be provided opportunities to evaluate and assess various sources of information related to the course. Instructor based assessments in this area may include class discussions as well as other options. Students should also be encouraged to develop strong technology skills.

Exams and Quizzes: Written essays, multiple-choice questions, responses to scenarios.

Writing/Research Based Assignment: Students are expected to develop the ability to conduct research and utilize APA (particularly important for education majors). The course should direct students through this process by focusing on milestones culminating with a polished research essay. The essay should incorporate both library and Internet research (information literacy).

Additional writing assignments should reflect and enhance the course content; APA should be emphasized throughout writing assignments.

Below, is an example of possible assignments with suggested weights. This example is related to an online version of Soc 104; differences may occur in a face-to-face session.

Discussion Boards, including PowerPoint (category % equally distributed)	25%
Journals (4 written journals, teacher interviews, Final Course Reflection) (category % equally distributed)	10%
Assignments: Research Phases (50 points each), Research Paper (100 points), Group Project (25 points), Midterm (40 points)--	65%

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and

continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml)