

**The University of Texas at Dallas
School of Economic, Political & Policy Sciences
Department of Sociology**

Education in U.S. Society
SOC 3331.0W1
Fall 2017

Professor:

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Online office hours by appointment

Course Description

SOC 3331.0W1: This course will examine the institution of education, examining the ways in which schools are embedded within social, historical, and cultural contexts. Attention will also be given to the complex relationships between educational institutions and families, the communities they serve, and their role in shaping processes of socialization and stratification.

This course is taught 100% online – each student is expected to have access to a computer and reliable internet service. There are no prerequisites for this course. All course-related information is located on UTD's eLearning: <https://elearning.utdallas.edu>

Please make sure you can access our course and familiarize yourself with the course layout prior to the beginning of class.

Required Materials

Ballantine, J. & Spade, J. 2015. *Schools and Society*, 5th Edition. Los Angeles, CA: Sage. ISBN: 978-1-4522-7583-3.

Sadovnik, A. & Coughlan, R., eds. 2016. *Sociology of Education, Critical Reader*, 3rd Edition. USA: Routledge. ISBN: 978-1-138-84300-4.

Throughout the semester I may assign additional readings that I will post on eLearning and/or articles that may be read via the Internet.

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books <http://www.offcampusbooks.com> or the UT Dallas Bookstore <http://www.bkstr.com/texasatdallasstore/home>. They are also available in stock at both bookstores.

Contact Information

Please take advantage of my office hours which are offered **online** by appointment. I welcome your questions and concerns, and I will try my best to assist you. If you need to contact me privately, please do so via email. I will respond to emails generally within 24 hours. If you have questions related to anything to do with the class please feel free to ask the question on the discussion board - often others will have the same questions. Please allow several days for grades to be posted.

If this is your first online class, then you may not be completely comfortable with the format. If, after taking the eLearning tutorial, you have questions, concerns, or simply can't find what you need on eLearning let me know - I'm here to help you.

Learning Objectives:

By the end of this course students will be able to:

- Demonstrate understanding of various theoretical perspectives as they relate to the sociology of education
- Demonstrate an understanding of how education is imbedded within social, historical, and cultural contexts in the US
- Demonstrate understanding of the relationships between educational institutions, families, and community
- Demonstrate understanding of how educational institutions shape and reinforce socialization patterns in the US
- Demonstrate an understanding of how educational institutions serve as sources of both formal and informal education
- Understand and Conduct scholarly research
- Demonstrate an understanding of the organizational structure of education in the US
- Demonstrate understanding of how educational institutions shape and reinforce stratification in the US

Course Information and UT Dallas Policies and Procedures

The following link will bring you to information regarding university policies and procedures:
<http://coursebook.utdallas.edu/syllabus-policies/>

All students are required to be familiar with these policies and procedures. Some of the policies are included in this syllabus; however, you are responsible for knowing, understanding, and complying with all UTD policies and procedures.

Sharing Confidential Information:

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Technological Considerations:

Each student must have regular, reliable access to a computer and to the Internet to be successful in this course. The student should have basic computer skills, and should be able to

access and browse the Internet. For more information please refer to the “My Organizations” box located on your eLearning homepage (it is the page which opens **after** you log into eLearning).

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements <http://www.utdallas.edu/elearning/students/getting-started.html#techregs> on the Getting Started with eLearning webpage <http://www.utdallas.edu/elearning/students/getting-started.html>.

It is your responsibility to get your work in on time. There is no make-up work or late work available in this class. Exams are timed and must be completed in one sitting. If you lose your connection during an exam you will not be able to start the exam over.

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation <http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav> section of the site for more information.

To become familiar with the eLearning tool, please see the Student eLearning Tutorials <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <http://www.utdallas.edu/elearninghelp> services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Technical Support

If you experience any problems with your UT-Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911. Please copy me on any emails that have to do with class and technical issues.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearning/eLearningHelpdesk.html>

Electronic Communication:

Email is an important form of communication for online classes. Please make sure to check your UTD email account regularly (at least once per day!!), or have it forwarded to an account that you check several times a week. Students are expected to check into class regularly for communication and announcements from the instructor.

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html> for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students page <http://www.utdallas.edu/elearning/students/cstudents.htm> for details.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk <http://www.utdallas.edu/elearninghelp>. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Academic Integrity

As a student at UTD you are expected to complete all assignments honestly. Neither the university nor I will tolerate cheating, plagiarism, and/or any other form of academic dishonesty. Because the value of an academic degree depends upon the absolute integrity of the work done by you, the student, for that degree, it is imperative that you demonstrate a high standard of individual honor in your scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for you to fully understand the expectations of your professors. This is best accomplished through asking clarifying questions if you do not completely understand the requirements of an assignment **before** submitting your work.

Please refer to "Academic Integrity": <http://coursebook.utdallas.edu/syllabus-policies/> or <http://www.utdallas.edu/deanofstudents/integrity/>.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for

violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Course Requirements

Interaction Expectations:

Traditional classes, unlike online classes, meet at a specific time and place on a regular schedule. The online course offers the participants the opportunity to interact asynchronously; this means that the participants most likely will not be "in" the online classroom at the same time. Our interactions will take place on the discussion board forum. One of the great benefits of online interaction is that what we "say" in our discussions remains on the board. We have the opportunity to think about what someone has posted, and we can fully develop our thoughts before we respond to a classmate. Communication online is through words - we do not hear inflections, sarcasm, or humor, and we do not have physical cues and gestures to clarify meaning. Therefore, we must make every effort to phrase our responses and posts so they will not offend nor alienate our classmates. I expect each of you to completely think out all your posts, read and reread them thoroughly prior to posting, and to carefully consider what you are saying and how you are saying it. At all times show respect and courtesy for your fellow classmates.

Time management:

Time management is imperative in an online class. Many students find that online classes require more time commitment than traditional face to face classes. The student is responsible for the timely completion of all readings, assignments, and interactions. Late work will not be accepted.

Participation (attendance)

Weekly substantive posts are required for **all** students. The class discussion focuses on the weekly readings.

Each student is required to post a **minimum** of 2 times per week with at least one post before Wednesday at 11:59PM. All posts must be substantive, and they must demonstrate your understanding of the reading materials. **If you only post only one time per week, then you cannot earn higher than a C in class.**

Please note:

- In order to be eligible to earn an A in this class you must post at least 2 substantive posts per week
- In order to be eligible to earn a **maximum** of a B in this class you must post at least 2 substantive posts per week
- In order to be eligible to earn a **maximum** of a C in this class you must post at least 1 substantive posts per week

The first post must be your reflection of the readings for the week and the second post must be in response to a classmate's substantive post. A reflection is **not** a summary. **The first post is due Wednesday before 11:59PM. If you do not post before 11:59PM Wednesday, then you will earn a 0 for the weekly discussion.**

All subsequent posts are due by 6:00 PM each Saturday. Your posts must refer to different topics from the readings; in other words, you must reflect on at least 2 different topics for the readings per week if you choose to post two times.

I will comment on many discussion posts. All students are expected to read and respond to my posted questions. All students are responsible for the information discussed on the discussion board.

Each student can earn up to 15 points per post for a maximum of 30 points for the week for participation in the discussion. Additional posts are encouraged and, at my discretion, bonus points may be earned for exceptional work. Posts submitted after 6:00 PM on Saturday will not be eligible to earn points.

Grades are based on a 15-point rubric – follow the requirements and you earn up to 15 points.

Rubric (see detailed rubric in eLearning):

- 15 points for being fully engaged in the discussion
- 10 points for being moderately engaged
- 5 points for being minimally engaged
- 0 points for late work or no participation

The expectations are:

- Properly formatted in-text citations
- Properly formatted references at the end of the post
- Proper use of quotation marks
- Posts are substantive
- Post reflect understanding of the reading

An automatic 0 will be earned for:

- Failure to include properly formatted in-text citations (ASA)
- Failure to include properly formatted references (ASA) at the end of post
- Failure to include substantive information
- Failure to properly use quotation marks
- Failure to reflect on reading
- Opinion only

Plagiarism, ***intentional or unintentional*** – will result in an automatic 0 for the week and possible additional academic sanction(s).

Substantive Posts:

What is a substantive post? It is a post that demonstrates you have read and understand the readings for the week. You may submit posts on 2 different readings or your 2 posts may reflect 2 or more readings. The point is that I need to know by your discussions that you have read and understand the course materials. Your posts must be at least 300 words and they must be written at a level appropriate for junior level college students. Spelling, punctuation, and grammar count! Accurate use of quotation marks is mandatory. Quoted material does not count towards the word count. Improperly formatted quotes, references, and citations will result in a 0 for the post.

You **may not** introduce outside information into this class without my preapproval. The reason for this is that I need to make sure the information in this class is accurate and course specific. I also require a lot of reading for my classes and I do not believe it is fair to ask your classmates to read additional materials.

You are expected to summarize the key concepts covered in the weekly reading(s). You are also required to interpret and apply the concepts covered. There are discussion questions at the end of each Part of the Arum reader. You may use these questions to assist in framing your weekly posts, but do not “simply” answer the questions.

All citations must be formatted in accordance with the ASA style guide – no exceptions.

Quizzes:

There are 11 weekly assessments based on the class readings. The quizzes will help you assess your understanding of the readings. They will serve as a valuable resource when studying for the midterm and final exams. There are 10 questions multiple choice and true/false questions and you will have 15 minutes to complete the quiz.

Term Paper

Each student is required to submit a 5-7 page term paper. literature review on a topic of their choice in the area of the sociology of Education in U.S. Society. A literature review is not an annotated bibliography. The literature review will include an introduction to the topic which indicates why the topic is important to study, well-developed and organized content, and a conclusion which includes the implications of the topic discussed in your paper. The content should be organized into sections with each section having its own heading. And, while summary will be a component of your literature review, synthesis and integration should play significant roles.

Information about this paper will be posted during the second week of classes. It is worth up to 200 points and is due to TurnItIn by Saturday, October 28th before 6PM through the link. You will have one week to make corrections and then turn the final paper in through the link provided by Saturday, November 4th before 6PM. All papers must be turned in through TurnItIn, corrected, and then turned in through the link provided for the completed assignment. Late papers will not be accepted; papers submitted via any means other than through TurnItIn, corrected and turned in through the link for the completed assignment will not be accepted. Topic Selection is due by Saturday, September 16th, at 6:00PM.

Formatting guidelines are:

- Follow APA or ASA style guidelines
- Title pages and references page(s) do not count towards page count
- Use 11 or 12 point Arial font
- Double-space the paper
- 1” margins all around
- Page numbers are required for all in-text citations.

Topic choice (50 points):

- Topic choice must be approved by me
- Topic Selection is due before 6PM, Saturday, September 16th. No exceptions.
- Submit your proposed topic choice through the assignment link provided
 - Your topic proposal must be a two-page summary of your selected topic
 - In addition, you must provide a properly formatted list of at least 10 references related to your topic choice. At least 3 of these references must be from peer-reviewed scholarly journals.
- Failure to submit a proposed topic will result in an automatic 0 on the semester project
- Follow the above formatting guidelines

Midterm and Final Exam:

The midterm exam will be made available to the students on Wednesday, October 11th and it must be completed before Saturday, October 14th at 6:00PM. The midterm will consist of 50 multiple choice and true false questions. It includes material from the readings and the discussion board for Topics 1-7 (Ballentine and Spade Chapter 6 is NOT on the midterm; it is on the final exam). You have 1 hour to complete the midterm. You may use your books, but you may not collaborate. The exam must be completed in one sitting. Late exams will not be accepted. **If you exceed 1 hour, then you will earn a 0 on the exam.**

The final exam will be made available to the students on Friday, December 8th and must be completed before Sunday, December 10th at 6:00PM. The final exam will consist of 50 multiple choice and true false questions. It covers all readings and discussions for the semester, but the emphasis will be on Topics 8-15. You have 1 hour to complete the final. You may use your book, but you may not collaborate. The exam must be completed in one sitting. Late exams will not be accepted. **If you exceed 1 hour, then you will earn a 0 on the exam.**

Extra credit:

There is no extra credit for this course. However, at my discretion, up to 10 bonus points per week may be earned for exceptional work in your weekly postings.

Grading Rubric:

Assignment		Points Possible	% of Grade
Maximum of C possible: Weekly Posts (minimum 1 per week – due Wednesday)	15 points X 15 weeks	225	22.5%
A or B Level Weekly Posts (minimum 2 per week – initial post due Wednesday; subsequent posts due Saturday by 6PM)	15 points X 15 weeks	225	22.5%
Proposed Topic Choice		50	5%
Term Paper/Lit Review		200	20%
Midterm		100	10%
Final		100	10%
Weekly Quizzes	10 points x 11 quizzes (one is extra credit)	100	10%
Total		1000	100%

Grade	Points Range
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
F	729 or less

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and ProceduresThe information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

Readings

Topic 1: Understanding the Sociology of Education – Theoretical Perspectives
August 21-26

Sadovnik & Coughlin: Part 1: Introduction, Readings #1, 2, 3, 5, and 7

Topic 2: Understanding the Sociology of Education – Theoretical Perspectives
August 27-September 2

Ballantine & Spade: Introduction, Chapter 1 Readings # 1, 2, 3, and 5
Sadovnik & Coughlin: Part 1: Readings #8

Topic 3: Research Methods
September 3-9

Ballantine & Spade: Chapter 2: Readings # 6, 7, and 8
Sadovnik & Coughlin: Part 1: Readings #9

Topic 4: Social Context
September 10-16

Ballantine & Spade: Chapter 3: Readings # 9, 10, 11, 12, and 13

Topic 5: Organization and Processes
September 17-23

Sadovnik & Coughlin: Part 2: Readings #10, 11, 12, 13, and 14

Topic 6: As Formal and Informal Organizations
September 24-30

Ballantine & Spade: Chapter 4: Readings # 14, 15, 16, 17, and 18

Topic Selection Due

Topic 7: Roles and Responsibilities
October 1-7

Ballantine & Spade: Chapter 5: Readings # 19, 20, 21, 22, 23 and 24

Topic 8: Knowledge for What and For Whom
October 8-14

Ballantine & Spade: Chapter 6: Readings # 25, 26, and 27

Midterm

Topic 9: Education, Identity, and Inequality in U.S. Public Schools
October 15-21

Sadovnik & Coughlin: Part 3: Readings #16, 17, 18, 19, 20, 21, and 22

Topic 10: Education, Identity, and Inequality in U.S. Public Schools
October 22-28

Ballantine & Spade: Chapter 7: Reading 28, 29, 30, 31, 32, and 33

Term Paper Due to TurnItIn

Topic 11: Education, Identity, and Inequality in U.S. Public Schools
October 29-November 4

Ballantine & Spade: Chapter 8: Readings # 34, 35, 36, 37, 38, and 39

Final Paper Due through assignment link.

Topic 12: Attempts at Equality and Equity
November 5-11

Ballantine & Spade: Chapter 9: Readings #41, 42, 43, and 44

Topic 13: Higher Education
November 12-18

Ballantine & Spade: Chapter 10: Readings #45, 46, 47, and 48

Fall Break and Thanksgiving
November 19-25

Topic 14: Educational Reform and Policy
November 26-December 2

Sadovnik & Coughlin: Part 4: Readings #23, 24, 25, and 26

Topic 15: Educational Reform and Policy
December 3-6

Ballantine & Spade: Chapter 11: Readings #49, 50, 51, and 52

Final Reflections and responses due 12/6 by 11:59PM.

Note the last day of class is Wednesday, December 6th!!

Final Exam Friday, December 8-Sunday December 10. Final must be completed by 6PM, 12/10.