Course Number, Title and Credits

LBSU 250 - Education and Society in the 21st Century - 3 credits

Course Catalog Description

Prerequisite: ENGU 103. In this course students will consider the sociological origins, purposes and consequences of American education from multiple perspectives. A primary goal of this introductory course is to help students identify and debate educational issues that impact public policy and an individual's range of learning options in the 21st Century. 3 credits

Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

[Click here](#) to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

Prerequisites

ENGU 103

Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

Academic Integrity

As a learning community of scholars, the University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University Catalog.

UMass Global online library resources: https://www.chapman.edu/library/umassglobal

University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the Brandman University Catalog: http://catalog.brandman.edu/
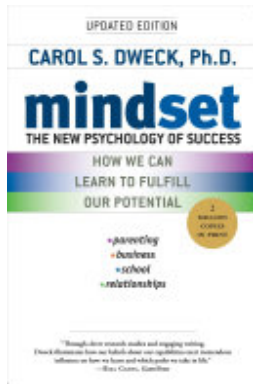
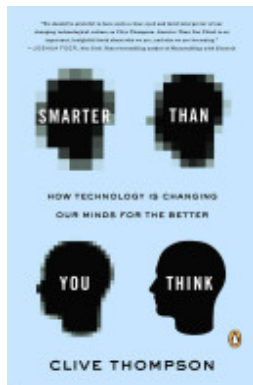# Required Textbooks

Mindset
The New Psychology of Success
978-0345472328
Reveals how established attitudes affect all aspects of one's life, explains the differences between fixed and growth mindsets, and stresses the need to be open to change in order to achieve fulfillment and success.

Carol S. Dweck

Ballantine Books
2006-01-01
276

Smarter Than You Think
978-0143125822
"In Smarter Than You Think Thompson shows that every technological innovation--from the written word to the printing press to the telegraph--has provoked the very same anxieties that plague us today. We panic that life will never be the same, that our attentions are eroding, that culture is being trivialized. But as in the past, we adapt--learning to use the new and retaining what's good of the old. Thompson introduces us to a cast of extraordinary characters who augment their minds in inventive ways. There's the seventy-six-year old millionaire who digitally records his every waking moment--giving him instant recall of the events and ideas of his life, even going back decades. There's a group of courageous Chinese students who mounted an online movement that shut down a $1.6 billion toxic copper plant. There are experts and there are amateurs, including a global set of gamers who took a puzzle that had baffled HIV scientists for a decade--and solved it collaboratively in only one month. Smarter Than You Think isn't just about pioneers. It's about everyday users of technology and how our digital tools--from Google to Twitter to Facebook and smartphones--are giving us new ways to learn, talk, and share our ideas. Thompson harnesses the latest discoveries in social science to explore how digital technology taps into our long-standing habits of mind--pushing them in powerful new directions. Our thinking will continue to evolve as newer tools enter our lives. Smarter Than You Think embraces and extols this transformation, presenting an exciting vision of the present and the future"--

Clive Thompson
Penguin Paperbacks
2014-08-26
paperback
343

All student textbooks are available at the University of Massachusetts Global Bookstore:

https://www.bkstr.com/umassglobal/home

Course Learning Outcomes

Course Learning Objectives:

By the end of the course, students should be able to:

1.outline the historical development of American educational systems;

2.explain the inter-relationship between sociology and education;

3.evaluate current trends in education from multiple perspectives;

4.debate the impact of open access, electronic technology on global education;

5.assess individual choices in present and future educational endeavors.

Major Study Units

Major Study Units:

Week One · Cyborging and How the Human Brain Works from Earliest to Subsequent Language Developments

Week Two - ·Mindsetting: The Educational Slippery Slope of Labeling

Week Three - Western Historical Contexts about the Educational Socialization of the Individual

Week Four · A Comparative Study of Public Policy Models for Accountability and Teacher Certification

Week Five · Reflections on Who and What Are Left Out of the Current System

Week Six · Choosing an Educational Mentor for Approaching the 21st Century

Week Seven - "New Media" and Instructional Technology as Educational Paradigm Shifters

Week Eight ·The Great Leap Forward: Institutional Alternatives of Private, Charter, Home and Un-Schooling

Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.

- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.

- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.

- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.

- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).

- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents

Grade Point System
(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - =70%-73%	D - = 60%-63%

| B+ = 87%-89% | C+ = 77%-79% | D+ = 67%-69% | F = 59% and below |

Methods of Evaluation for Determining Grades

Assignment Detail for <u>Fully Online Course</u>:

Assignments for Fully Online course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Signature Assignment in Week Eight	100 pts
Eight Weekly Discussion Boards (50 pts. each)	400 pts.
Seven Weekly Writing Assignments (70-75 pts. each)	500 pts
	Total: 1,000

Class by Class Outline for <u>Fully Online Course</u>:

Week	Topics	Assignments
Week 1	Cyborging and How the Human Brain Works from Earliest to Subsequent Language Developments	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 2	Mindsetting: The Educational Slippery Slope of Labeling	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 3	Western Historical Contexts about the Educational Socialization of the Individual	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 4	A Comparative Study of Public Policy Models for Accountability and Teacher Certification	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 5	·Reflections on Who and	Textbook readings and articles

	What Are Left Out of the Current System	Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 6	Choosing an Educational Mentor for Approaching the 21st Century	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 7	"New Media" and Instructional Technology as Educational Paradigm Shifters	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 8	The Great Leap Forward: Institutional Alternatives of Private, Charter, Home and Un-Schooling	Textbook readings and articles Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)

Methods of Evaluation for Determining Grades

Assignment Detail for <u>Blended Course</u>:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Signature Assignment in Week Eight	100 pts.
Eight Weekly In-class discussions and/or Discussion Board activities(50 pts each)	400 pts.
Seven Weekly Writing Assignments (70-75 pts. each)	500 pts.
	Total: 1000

Class by Class Outline for <u>Blended Course</u>:

Week	Topics	Assignments
Week 1	Cyborging and How the Human Brain Works from Earliest to Subsequent Language Developments	Textbook readings and articles In-class discussions and/or Discussion Board activities (50

		pts.)
		Writing Assignment (70-75 pts.)
Week 2	Mindsetting: The Educational Slippery Slope of Labeling	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 3	Western Historical Contexts about the Educational Socialization of the Individual	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 4	A Comparative Study of Public Policy Models for Accountability and Teacher Certification	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 5	Reflections on Who and What Are Left Out of the Current System	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 6	Choosing an Educational Mentor for Approaching the 21st Century	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 7	"New Media" and Instructional	Textbook readings and articles

	Technology as Educational Paradigm Shifters	In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)
Week 8	The Great Leap Forward: Institutional Alternatives of Private, Charter, Home and Un-Schooling	Textbook readings and articles In-class discussions and/or Discussion Board activities (50 pts.) Writing Assignment (70-75 pts.)

Americans with Disabilities Act Statement

For students who require disability-related services or accommodations to access to their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

UMass Global's Behavioral Intervention Team

The University of Massachusetts Global Behavioral Intervention Team (BIT) addresses situations in which students, faculty, staff, vendors, contractors, or general visitors are displaying behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to function successfully or safely. The mission of the University Behavioral Intervention Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment, and early intervention of situations or individuals that may pose a threat to the safety and wellbeing of themselves or the University community as a whole.

It is the responsibility of faculty, staff, and students to immediately report any situation that could possibly result in harm to anyone at the University to the BIT by calling 949-

383-3119, emailing safe@umassglobal.edu, or by filling out the BIT referral form [here](#). For more additional information on the University Behavioral Intervention Team, please visit our website [here](#). A "crisis" is defined as a situation in which a person may pose an active or immediate risk of violence to self or others.In these cases, the local police should be contacted by calling 911.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)