



COURSE TITLE: EDUCATION IN THE COMMUNIVERSITY

COURSE NUMBER:  
SOCS 5750.06

TERM: Summer 2007  
TERM DATES: 06-04-07 TO 6-8-07

ROOM: ADAMS SCHOOL

LOCATION: ROOM 324, WEBSTER HALL      CREDIT HOURS: 3  
470 E. Lockwood, St Louis, MO 63119-3194

Resources: NO TEXT

INSTRUCTOR CONTACT INFORMATION:

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1. **Course Description:** This course is designed to acquaint student participants with ways in which reflections on our daily lived experiences, the university, and community setting connects to form the “COMMUniversity.” The course examines and analyses historical, philosophical, sociological, economic, and cultural issues that impact U.S. schooling, U.S. academies, and communities in the twenty-first century. Initially, and throughout the course participants are challenged to examine how people lived and planned for transition. Current educational concerns such as diversity, pluralism, culturally relevant teaching, religion and/or belief systems, homophobia, ethnicity, and institutional racism, classism, sexism, ablism, disability, ageism, social justice, and other forms of institutional oppression are examined.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
<p>Class participants are expected to:</p> <ol style="list-style-type: none"> <li>1) become familiar with, and demonstrate knowledge of, important thinkers who have influenced education philosophies and practices</li> <li>2) examine historical issues and relate them to current ones</li> <li>3) read, analyze, and synthesize written electronic materials on current issues</li> <li>4) conduct an in-depth investigation of an educational issue and present findings and recommendations in written and oral form</li> <li>5) participate individually in class discussions and activities, collaborate with classmates on assigned tasks</li> </ol>	<p>1 Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p><u>The responsive educator:</u></p> <ol style="list-style-type: none"> <li>1.1 understands and responds appropriately to issues of diversity</li> <li>1.2 acknowledges social and cultural contexts to create effective teaching and learning environments;</li> <li>1.3 adapts instruction to the learner’s knowledge, ability, and background experience; and</li> <li>1.4 identifies resources for specialized services when needed.</li> </ol> <p><u>The knowledgeable learner:</u></p> <ol style="list-style-type: none"> <li>1.5</li> <li>1.6 applies tools of inquiry to</li> </ol>	<p>MoStep 1.2.1.3, 1.2.2.2; SOE G 1.1 and 2.3</p> <p>MoStep 1.2.1.4, 1.2.4.1, 1.2.5.2, 1.2.7.1, 1.2.7.2; SOE G 2.1,2.2,2.3</p> <p>MoStep 1.2.1.2, 1.2.1.3, 1.2.1.4, 1.2.2.2, 1.2.5.2; SOE G 1.1, 1.2,1.4</p> <p>MoStep 1.2.2.2, 1.2.5.2, 1.2.7.1; SOE G 3.1, 4.2, 4.4</p> <p>MoStep 1.2.1.2, 1.2.2.3, 1.2.7.1, 1.2.7.2, 1.2.9.1, 1.2.10.1 and SOE D1.1,1.2,1.3,1.4; 2.1, 2.4; 3.1, 3.3</p>

	<p>construct meaningful learning experiences;</p> <p>1.7 identifies developmental factors in student learning; and understands theoretical principles of effective instruction to plan learning experiences.</p>	
	<p>2 Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p><u>The responsive educator:</u></p> <p>2.1 understands and responds appropriately to issues of diversity</p> <p>2.2 acknowledges social and cultural contexts to create effective teaching and learning environments;</p> <p>2.3 adapts instruction to the learner's knowledge, ability, and background experience; and</p> <p>2.4 identifies resources for specialized services when needed.</p> <p>2.5 employs a variety of formal and informal assessments to (identify behaviors of concern) monitor learning and modify instruction.</p>	

	<p><u>The knowledgeable learner:</u></p> <p>2.6</p> <p>2.7 applies tools of inquiry to construct meaningful learning experiences;</p> <p>2.8 identifies developmental factors in student learning; and</p> <p>2.9 understands theoretical principles of effective instruction to plan learning experiences.</p> <p>3 Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.</p> <p><u>The informed instructor:</u></p> <p>3.1</p> <p>3.2 understands and uses a range of instructional strategies;</p> <p>3.3 uses a variety of communication modes, media, and technology to support student learning; and employs a variety of formal and informal assessments to monitor learning and modify instruction.</p>	
	<p>4 reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.</p>	

	<p><u>The reflective collaborator:</u></p> <p>4.1 values and integrates reflection to grow as a professional;</p> <p>4.2 promotes communication and collaboration with colleagues, families, and community leaders;</p> <p>4.3 seeks relationships with families and students to support student learning; and initiates change that benefits students and their families</p>	
	<p>5. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.</p> <p><u>The informed instructor:</u></p> <p>understands and uses a range of instructional strategies;</p> <p>uses a variety of communication modes, media, and technology to support student learning; and</p> <p>employs a variety of formal and informal assessments to monitor learning and modify instruction.</p>	