FYS 100 - EDUCATION AND SOCIETY
FALL 2023 - COURSE SYLLABUS

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Office hours: By appointment

Section 33   Tuesday, Thursday 12:00 p.m. – 1:15 p.m.
CRN# 10974   Jepson 107

INTRODUCTION
This course explores K-12 education and its impact on a democratic society and citizenship.

COURSE LEARNING PLAN
Course Learning Objectives - The essential, overarching learning objectives of this course are the following
1. The student will learn about the history of schooling and education in America.
2. The student will be able to analyze the interaction of citizenship and democracy.
3. The student should have an enhanced understanding of the concepts and practices of education in a pluralistic and diverse society.
4. The student will understand the relationship between school reform and education policy.
5. The student should be familiar with the kinds of questions asked by education scholars.
6. The student will examine the importance of schooling in the global marketplace.
7. The student should have enhanced powers of critical thinking and increased capabilities of oral and written communication.
8. The student will develop the fundamentals of oral communication and critical thinking as outlined in the First Year Seminar Common Expectations.

FIRST YEAR SEMINAR - COMMON EXPECTATIONS
Your two First-Year Seminars will form the foundation of your general education at the University of Richmond, introducing you to college-level reading, writing, and critical thinking. While each seminar will also have specific course goals tied to the subject matter of the seminar, you can expect all First-Year Seminars to pursue the five following shared goals:

1. Expand and deepen students' understanding of the world and of themselves
2. Enhance their ability to read and think critically
3. Enhance their ability to communicate effectively, in writing, speech, and other appropriate forms
4. Develop the fundamentals of information literacy and library research
5. Provide the opportunity for students to work closely with a faculty mentor

Of course, these are essential components of a liberal arts education and, as such, are goals or aspirations common to most of your courses. The First-Year Seminar focuses on them in several specific ways.

First, seminar topics are chosen for their potential to raise new questions, to approach familiar topics in a

new way or to open up entirely new areas of study to students. Readings and other course materials have been selected to spark discussion and debate, not simply to convey information (though they may do that as well).

Second, much of your time spent both in and out of your seminar will focus on developing critical reading and thinking skills through close reading, comparative analysis of texts and other materials, and intellectual discussion and debate.

Third, the seminars are writing- and speaking-intensive classes. You can expect to participate in discussion every day and, in some courses, to make oral presentations on course materials to the class. Seminars will also focus on the writing process, using some combination of the following techniques: freewriting, drafts, peer editing workshops, consultation with Writing Consultants, and staged development of writing projects, to inform and facilitate completion of your assigned writing projects.

Fourth, all seminars will include at least one class session focused on information literacy and library research skills, and will also include instruction in the appropriate research methods for the course material. While not every seminar will assign a formal research paper, all will incorporate research skills and at least one research-based assignment.

Finally, all First-Year Seminars will be demanding and intense, but they should also be rewarding and enjoyable. You'll encounter a new subject area or deepen your understanding of a familiar topic, and develop foundations for your further study at the University.

By what standards will your writing be judged?
Essays and other written work in your First-Year Seminar should:
- Articulate a clear focus and purpose;
- Exhibit awareness of and attention to audience;
- Demonstrate an understanding of appropriate organization to meet disciplinary and / or task conventions;
- Analyze evidence from sources, experience, and empirical research to provide proper support to ideas; and,
- Demonstrate a command of writing mechanics

Please see attached Grading Rubric and the Student Essay/Paper Standards Evaluation.

Library Lab Overview
An important aspect of this First Year Seminar is the work you will do to enhance information literacy/library research skills. These skills will be developed through a "Library Lab" with our liaison librarian, Mr. Kyle Jenkins.

The purpose of this requirement is outlined below:
The overall goals of the FYS Library Labs are to introduce you to basic library resources and services and develop your critical inquiry in the context of library research. Fundamental research competencies acquired during your first year will help you identify information resources for course assignments. This approach provides you with a foundation for meeting faculty expectations and enables you to conduct more developed and complex research throughout your General Education and Upper Level courses.

There are three phases you'll complete this term as part of your introduction to library research and information literacy strategies:

1) During the first two weeks of class, you are required to complete a tutorial titled, **Top 12 Tips and Pre-Class Survey**, that expands on what you viewed during the fall term. This tutorial will highlight the University's expectations for academic integrity and provide information on the importance of assuming responsibility for using information ethically.

2) You will attend a Library Lab during class on Tuesday, October 24. This lab will be led by our FYS liaison librarian Kyle Jenkins, Social Sciences Librarian, kyle.jenkins@richmond.edu, University of Richmond, (804) 289-8262.

3) You will have response essays and a final assignment that will require you to apply these new skills in researching and evaluating resources.

ADDITIONAL SUPPORT
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website**. Email** Roger Mancastroppa (rmancast@richmond.edu) **and** Hope Walton (hwalton@richmond.edu) **for coaching appointments in academic and life skills.**

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides (libguides.richmond.edu). Students can contact individual librarian (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Speech Center (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

Disability Services (disability.richmond.edu or disability@richmond.edu or 804-662-5001):
The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations. by visiting: Once accommodations have been approved, students must 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be. and 2) Request a meeting with each professor to create an accommodation implementation plan. It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation.

COURSE POLICIES AND STANDARDS
Class and Event Attendance and Participation
Attendance and participation in class and group activities/meetings are <u>very serious components</u> of the class. Class attendance **is required**. More than three unexcused absences will result in a half grade reduction for each session missed. Student absences due to illness or University-required quarantine are excused absences and will not be penalized. Students who are sick should not attend class and will not be required to provide formal documentation from a health care provider. In the event of excused absences, the instructor will support students to maintain progress toward the course learning goals. Please communicate with me about any extended absence. In addition, unless there are good reasons, lateness will not be tolerated. Chronic lateness will be penalized.

Technology
I am a strong believer in the role of technology in pedagogy and in schooling. However, it can also be distracting to the classroom environment. I will allow laptops and tablets in the classroom. Laptops can be open, but only for note taking purposes. If a student violates this norm of trust by being distracted by their laptop or tablet then they will penalized in their participation grade. **Smartphones will be put away and not checked until after class.**

AI
The use of AI tools (such as ChatGPT) is permitted in this course with certain tasks and with attribution: You may use AI platforms to help prepare for assignments and projects (i.e. to help with brainstorming ideas). You may also use AI tools to help revise and edit your work (i.e. to help identify any flaws in reasoning, spot confusing or underdeveloped paragraphs, or to fix citations). Using any AI tools in any

other manner outside of these specified tasks without explicit permission is a form of academic dishonesty and a violation of the UR Honor Code. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact me to discuss the issue <u>before the assignment is due</u>.

If you choose to use AI tools for the tasks specified above, you must do so with caution and proper citation. Remember AI tools have flaws and their use is not a replacement for your own thinking and research. When submitting each assignment, you must clearly attribute what part(s) of the assignment was generated by the AI tool. All statements containing AI-generated text must appear in a different colored font and use an in-text parenthetical citation in APA style. **If a student fails to properly follow this request for attribution and highlighting of AI, it will automatically result in a grade of F and a referral to the University's Honor Council.**

Absence During In-Class Graded Assignments
Unexcused absences from in-class graded assignments may not be made up. Any difficulties or problems should be brought to the instructor's attention as soon as possible (well before the assignment or exam is scheduled.) Requests for extensions will be granted only under dire circumstances.

Honor Code
Every piece of written work presented by individual students must have the honor pledge and the student's signature on it. The pledge is, ***"I pledge that I have neither given nor received unauthorized assistance during the completion of this work."*** If the code is not on the assignment, there will be a half grade deduction.

Religious Observance Policy
Students needing to miss class because of religious observance should contact me within the first two weeks of the semester to discuss the absence. The University's full religious observance policy may be found here (http://registrar.richmond.edu/services/policies/religiousobsv.html).

COURSE REQUIRED READINGS
The classroom work in this FYS course will center on the reading assignments. Since the course involves as much discussion as possible, and with minimum lecturing, it is **IMPERATIVE** that you complete the assigned readings prior to each class. *To be successful in this course you should devote 10 – 14 hours in class, reading and studying the material, and preparing assignments.*

Texts:
Green, K. (2015). *Something must be done about Prince Edward County: A family, a Virginia town, a Civil Rights battle.* New York, NY: Harper Collins Publishers.
Mondale, S. & Patton, S. (2001). *School: The story of American public education.* Boston, MA: Beacon Press.
Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character.* Boston, MA: Houghton Mifflin Harcourt.

Articles:
In addition to these books, there will documentaries, articles, reports, websites, data sets, and other materials that you will be required to examine. You can access these other materials, **labeled Bb**, under the Content section on the course's **Blackboard website**.

COURSE ASSIGNMENTS

The assignments are designed to create a framework in which students are treated fairly and equally. Please remember that critical analysis of the assigned readings is necessary. The readings, articles, and ideas from the course will need to be incorporated into each assignment. Please utilize the *American Psychological Association (APA)* style in referencing material or other referencing sources such as the MLA or Chicago Style. **Every quote and non-original thought that is written by a student should have a reference citation. If there is no reference page at the end of each assignment, there will be a half grade deduction.** Please check the library's citing page for guidance: http://libguides.richmond.edu/citingsources.

The assignments for this class are:

Exam (15%)

One in-class essay exam on history of early American education will be given in the early part of the semester.

Short Response Essays (3 at 15% = 45%)

Each student will write three response essays. These will be reflection pieces on the books, discussions from class, and documentaries related to the topic. The response essay should *briefly* state the main point, or main points, made by the author, describe the evidence to support the main point(s), and offer an insight, or a response. The response part of the paper requires analysis or creative thinking, and can take one or more of a variety of forms: (1) you may indicate how you personally responded to the readings; (2) you may consider whether the evidence to support the main point is convincing; (3) you might compare the reading with something else you have read or experienced; or, (4) you might raise a question about the reading. Most importantly, the summary of the reading should be a small part of the paper (I have read the material); most of the paper should be devoted to your response: what do you think about the idea in the prompt and why?

Digital Narrative/Story Final Project (20%)

Each student will create a digital narrative/story on a topic that examines an issue of inequity and segregation in K-12 education in the U.S. This will be a multi-media presentation that is due the last week of class on Blackboard. More information will be handed out on the project later in the semester.

Leadership (20%)

Class preparation, attendance and participation are expected and will help determine both your experience and success in the course. This we will call leadership because it will require you to act as leaders and followers in our course community.

Grading Scale

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	0-59				

Equity and Inclusion Statement

As participants in this course, we must all work hard to be sensitive to the variety of ways in which our statements can negatively impact others, particular those whose belong to historically marginalized groups. I will work hard to establish an equitable and inclusive set of norms that is respective of different points of view. However, even with these norms, you or I may say something that inadvertently causes harm to another student. *If or when* this happens, we must be receptive to criticism. If other students or I say something in class that causes hurt or concern and you don't feel comfortable speaking up in class, please come talk to me.

If you wish to discuss any other issues related to diversity, equity, and inclusion, I am very happy to talk to you. I'm almost always available after class or we can set up a separate meeting by emailing me.

COURSE SCHEDULE

Introduction and Why Public Schools

Week 1

Tues., Aug. 29   **Introduction to Syllabus**
Reading: There are no readings for the first day. Please review the syllabus.

Thur., Aug. 31   **Introduction: What Americans Want from Schools**
Reading: Bb, readings on the importance of schools and education to American democracy; the role of inequity in today's schooling

History of Schooling in America, 1770-1954

Week 2

Tues., Sep. 5   **Education and the Building of a New Nation**
Reading: Bb, Urban and Wagoner, "Education and the Building of a New Nation:1776-1830"

Thur., Sep. 7   **Jefferson's Vision of Education**
Reading: Bb online, Wagoner, excerpt from *Jefferson and Education*

Week 3

Tues., Sep. 12   **The Educated Citizenry**
Reading: Mondale & Patton, "Part One: 1770-1900" and "The Educated Citizen"
    Bb, Urban and Wagoner, "The Common Man and the Common School"

Thur., Sep. 14   **Class, Caste, and Education in the South**
Reading: Bb, Urban and Wagoner, "Class, Caste, and Education in the South: 1800-1900"

Week 4

Tues., Sep. 19 **Immigrants and Progressivism**
Reading: Mondale & Patton, "Part Two: 1900-1950" and "You Are an American"
Bb, Urban and Wagoner, "Organizing the Modern School System"

Thur., Sep. 21 **Exam**

Segregation of Schools: Looking Back, Moving Forward

Week 5
Tues., Sep. 26 **Why Don't You Go to School with Us?**
Reading: Mondale & Patton, "Part Three: 1950-1980" and "Why Don't You Go to School with Us?"

Thur., Sep. 28 ***Brown v. Board* and Reaction in Virginia**
Reading: Bb, reading on *Brown* decision in Virginia

Week 6
Tues., Oct. 3 **Separate, But Not Equal**
Reading: Green, Part I

Thur., Oct. 5 **The Lost Generation**
Reading: Green, Part II

Week 7
Tues., Oct. 10 **Integration or Desegregation**
Reading: Green, Part III

Thur., Oct. 12 **Segregated and Racially Isolated Schools Today**
Reading: Bb, readings on segregated schools in Richmond, Virginia and U.S.

Week 8
Tues., Oct. 17 **NO CLASS – FALL BREAK**

Thur., Oct. 19 **Looking Back, Moving Forward in Richmond and Virginia**
Reading: Bb, articles on the changing demographics in K-12 schools

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Impact of Community, Socio-economic Status and Poverty on Learning

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Week 9

Tues., Oct. 24   **Library Visit**

Thur., Oct. 26   **Importance of Housing**
Reading: Bb, various readings on the education-housing nexus

<u>**Week 10**</u>
Tues., Oct. 31   **Poverty and Educational Opportunity / Mobility in U.S.**
Reading: Bb, various readings on poverty and education opportunity/mobility

Thur., Nov. 2   **Trauma and Toxic Stress Due to Poverty**
Reading: Tough, Chap. 1
                 Bb, various readings on trauma and toxic stress

Discipline Disparities and the Criminalization of School

<u>**Week 11**</u>
Tues., Nov. 7   **Grit, Resilience and Failure**
Reading: Tough, Chap. 2
                 Bb, various readings on grit, resiliency and failure

Thur., Nov. 9   **Non-Cognitive Development and Extra-Curricular Activities**
Reading: Tough, Chap. 3
                 Bb, various readings on non-cognitive development

<u>**Week 12**</u>
Tues., Nov. 14   **Discipline Disparities in Schools: School to Prison Pipeline**
Reading: Bb, various readings on school to prison pipeline

Thur., Nov. 16   **Pushout: Criminalization of schools**
Reading: Bb, various readings on criminalizing students in schools

Diversity, Equity and Inclusivity (DEI) in Schools Today

<u>**Week 13**</u>
Tues., Nov. 21   **Emerging Policies that Prohibit DEI in Schools**
Reading: Bb, articles on emerging public policies against DEI initiatives

Thur., Nov. 23   **NO CLASS – Happy Thanksgiving!**

Week 14
Tues., Nov. 28   **Importance of Diverse Teachers and Curricula**
Reading: Bb, various readings on diverse teachers and curriculum

Thurs., Nov. 30   **Curriculum and Culture**
Reading: Bb, articles on curriculum and culture in K-12 schools

Week 15
Tues., Dec. 5   **Catch Up and Work on Presentations**

Thur., Dec. 7   **Work on Presentations**

Final Presentation

Week 16
DUE: **Final Assignment Due, TBD**

GRADING RUBRIC	Strong	Acceptable	Weak
Thesis (very important)	Essay has a clean non-obvious, interesting thesis that neither restates the question nor asks one without answering it	Essay has a clear thesis but it may be obvious or a simple restatement of the question	Essay has no clear thesis
Scope	Topic is clearly defined and limited	Topic is defined but limits aren't clear	Topic is either undefined or tries to do too much
Topic sentences	Each paragraph has a topic sentence that clearly links back to the thesis	Paragraphs have topic sentences but relationship to thesis is not always clear	No or few topic sentences; paragraphs not logically ordered
EVIDENCE			
Choice of evidence (very important)	Thesis is supported with evidence drawn from the text that is analyzed creatively and thoughtfully	Thesis is supported with textual evidence but analysis is minimal or evidence is obvious	Thesis is either unsupported or evidence is irrelevant
Integration	Quotations are smoothly integrated into the text	Not all quotations fully integrated; some awkward moments	Quotations not integrated into sentences, introducing grammatical or logical errors
Analysis	Each quotation is preceded or followed by analysis—at least 2 lines per quotation	Quotations are analyzed but some logical breaks or missing steps	Limited to no analysis of quotations; analysis never moves beyond paraphrase
Academic Integrity (pass/fail)	Sources are properly referenced		Essay lacks attribution for sources, whether course materials, online sources, or others
FORMAT			
Grammar	Essay has been copy-edited and has no grammatical or spelling errors	Essay is largely error-free but some errors remain	Essay has not been copy-edited
Style	Essay is clear and graceful	Essay is usually clear and readable	Essay is awkward, repetitive, or hard to read.
Concision (very important)	Essay is concise and diction is well-chosen; style shows attention to revision	Essay is generally concise, though some wordiness may remain	Essay is wordy and vague

Student Essay/Papers
Standards of Evaluation

1). <u>Clearly written, carefully formed thesis statement.</u> The student should say what he or she is going to argue and how it will be argued. The thesis statement should be developed into a full (several sentences) paragraph. Briefly list the major points to be made in your essay, thus providing a general "road map" for your reader.

2) <u>Careful reasoning.</u> The student needs to respond to the "why" questions about his/her thesis. The instructor asks himself: Does this student support the major points of his/her essay by developed explanations of why his/her view is sound, important, relevant, and worth expressing? Does the student give reasons that are relatively complete or does he/she defend points with a single, short, choppy sentence or two? Does the student contradict himself/herself? Does the student develop a line of reasoning or does he/she present reasons randomly?

3. <u>Imaginative use of illustrations/examples.</u> Does the student show that he/she grasps the ideas/theories in question by providing his/her own examples or illustrations? Examples will always be used by instructor in an effort to make his lectures clear and it is therefore expected that the student will use examples to make his/her essays or papers clear.

4. <u>Accurate representation of theory.</u> If the student blatantly misconstrues a philosophical theory or shows little knowledge of the ideas of a thinker in question, the essay will receive a low grade. The student should take the time to define the "key terms" of the theory. The student should not assume that the reader of his/her essay is familiar with the definition of any concepts introduced in either the reading or lecture.

5. <u>Clear accurate and effective use of quotations.</u> The instructor asks: Does the student use sufficient quotations to support his/her claim about the ideas of a thinker? Does the student use relevant quotations? Are the quotations taken out of context? Does the student use too lengthy quotations to describe the writer's thoughts?

6. <u>Is the thesis original?</u> The creativity expressed in the paper's thesis is highly-valued, but it will be rewarded only insofar as the thesis is also plausible.

7. <u>Attentiveness to style and grammar.</u> Most anyone can make an occasional spelling or grammatical error. The instructor will not deduct points for an occasional mistake in spelling or grammar. However, consistent (several per page) and blatant spelling, typographical, or grammatical errors will strongly reduce the student's grade. <u>Proofread carefully.</u>