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Sociology of education syllabus pdf

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Sociology 3176: Sociology of Education // Fall 2020CRN: 37742/Online OnlyProfessor Sara Goldrick-Rab (Sarah, His/her, SGR@temple.edu)TA Alexis Carrion (Alexis, his/her, alexis.carrion@temple.edu)COURSE GOALSIn this course, you will learn how to apply sociological principles to the study of education. We will explore how educational systems maintain and challenge both social inequality. We will consider the many ways in which education allocates differential resources based on race/ethnicity, class, gender and other characteristics. We will also ponder the role of education as part of the socialization process. You will learn skills that will enable you to do these things easier, which will help you throughout your life: read sociological research and commentary- writes vigorously, clearly and concisely. Empirical data to engage and use This is an extraordinary moment in history, characterised by both the COVID-19 pandemic and the improved attention to racial differences in American life. This course will help you apply a sociological lens to the investigation that happens with education (both K-12 and higher education) during this time. Rather than set aside the external world to focus on college, you'd rather embrace and examine it to build your sociological muscles of reading, analyzing and writing. Our hope is that this effort will also deepen and extend your life outside of college. You will experience lectures by diverse authors using diverse perspectives and methods in this class. Your ideas will be deliberately challenged and you will undoubtedly experience some discomfort as they appear. That discomfort should be because of the learning process; growth can be painful. Please remember that all you are asked to bring this course is your commitment to learn. No technical knowledge is accepted; you should read choices for the ideas contained within them – you are not expected to evaluate their technical merits. TEACHING AND LEARNING DURING A PANDEMIC We understood that you thought you would learn in a physical classroom this fall. We thought we'd teach in one. Together we'll get through this. Here are some guiding principles for our efforts; it came from Professor Brandon Bayne at UNC-Chapel Hill.1. No one signed up for this. Not for the disease, not for the social distancing, not for the sudden end of our collective lives together on campusNot for an online class, not for the teaching remotely, not for learning from home, not for mastery of new technologies, not for diverse access to learning materials2. The human option is the best option, go prioritize supporting each other as people are going to prioritize our simple solutions that make sense for most3. We can't just do the same thing online. Some Some Is no longer possibleSome expectations are no longer reasonable Goals are no longer valuable. We will promote intellectual nutrition, social connection and personal accommodation. Accessible asynchronous content for diverse access, time zones, and contextsOptional synchronous discussion to learn together and combat isolation5. We will remain flexible and adapt to the situation. No one knows where it's going and what we need to adjustEverybody needs support and understanding in this unprecedented momentHOW WE'LL LEARN, TOGETHER It's an asynchronous online course. We will have no mandatory scheduled class meetings (but we will have optional). You are responsible for doing the assigned work to keep up with the course through the scheduled deadlines. If you're struggling with this, which is understandable during this particularly challenging moment, reach out to Sarah and/or Alexis for help. We're going to use two primary tools to help us. This Medium publication is where the course lives and Slack is where we will talk to each other and share our work. Temple prefers Canvas – so that's where we'll post updates on your progress during term time, along with final grades. Medium: It's important that you set up a Medium account and complete your profile as soon as possible. You will also be invited to the course publication. If you want to remain anonymous, we encourage you to use a pseudonym. If you don't want to include a picture of yourself, you can upload an avatar to represent you. Think carefully about these choices. If you're using a pseudonym, make sure you let us know so we can associate you with your work. Read more about how to protect your privacy on Medium.Slack: You must use the link placed on canvas to open your account as soon as possible. The mobile app is handy.#TempleSocEd: When you blog, tweet, tumblr, Facebook or Instagram anything related to the class, the hashtag uses #TempleSocEd to contribute to our scattered conversation. Temple wants you to know that limited resources are available to students who don't have the technology they need for class. Students with educational technology needs, including no computer or camera or inadequate Wifi access, must submit a request outlining their needs using the Student Emergency Aid Fund Form. The University will endeavor to meet needs such as with a long-term loan from a laptop or Mifi device, a refurbished computer or subsidised internet access. If we acknowledge that your budget is probably particularly this semester, we don't require any books. All lectures will be placed on the course blog for your use. If you enjoy an excerpt of a book, we encourage you to obtain and read the full book. Please remember that the Library provides access to any online material that requires or is otherwise fenced. CONNECTINGIt is difficult, but important to and community in online courses. We want you to be in touch with us. Here are two ways to do this: Send a message via Slack; we promise to respond within 48 hours during the working week, and will often be faster. Schedule time to meet us via Zoom. Go to #officehours in Slack for how to access our available hours. THE WORK We're going to read some things and do things. You'll share what you've done. You'll talk to us about what you've done. You'll ask us if you need help and point us to things you want feedback on. Check out the Appendices for exactly how we'll go through this process together. There will be two main projects: Project #1: K-12 schooling during the pandemicProject #2: College during the pandemic The first one will be middle semester and the second at the end due. Details will soon be posted on our course page (no later than Sept 1 for the first project). ASSESSMENT We find that grades often get in the way of a student's focus on learning. We're not interested in giving you busy job or testing you just for testing's sake. We are much more interested in helping you engage with the materials. So, while you'll get a final grade at the end of the term, we won't rate individual assignments, but rather asking questions and comments that engage your work rather than simply evaluating them. You will also carefully reflect on your own work and the work of your peers. We'll do that using contract rating. Read more about the why and how is from contract rating. Check from the Contract for rating in this class. Regular participation and keep track of assignments are required, and we will pay close attention and reach out if you appear disconnected. Once a month we will post an update on your progress in the Canvas Grade Book. This will let you know if you're on track to get a B or better in the course. We also offer you tips on how to improve your progress. See below for tips on participation. If this process causes more anxiety than it illuminates, we see at any point. If you're worried about your degree, your best strategy should be to join the discussions, do the reading and complete the assignments. Tips for Participation – This is an asynchronous course with some optional synchronous sessions (as noted in the Appendices). We will not take attendance or measure participation based on whether you have your Zoom camera on or off. This is not what is important in this class. Instead, we ask that you maximize your participation by doing (a) the weekly assignments and joining (b) to class discussions. We offer those on multiple platforms – you can comment on Medium posts and/or contribute to Slack reservations and/or show up for the optional Zoom. Alexis will keep up with your participation to see if you participate in somehow every week. We discuss participation as part of the course grading contract. If you help you think about participation this way: A job is very consistent weekly participation work is fairly consistent weekly participation C work is inconsistent weekly weekly you're not sure what it means to participate in online discussions in a productive way, check out these suggestions from Temple. While we are not using the rating column discussed here, the first and last sections of this post (including the discussion on CRISP comments) are useful. So much so that we'll repeat them here: Considerate you can have strong views and express those views. It's amazing. But remember that other equally strong views may have what the polish is towards your views. Feel free to question, challenge, or disagree with anything in the discussion, but do so in a respectful, considerate way. Reflective An asynchronous discussion cannot lack the spontaneity of a live discussion. But that could be an advantage. There's more time to think before responding. Take the time to think about the ideas expressed (in the lectures and the discussion) from the perspective of your own experience. Then add your own comments and insights. Interactive recalls being a participant in a discussion and talking to each other. Cut and paste parts of previous messages into your message. The idea is to be interactive, not just active. Succinct get to the point. Short, focused message is usually more effective than long comments. Appropriate comments and questions should be related to the discussion topic. There will be times when you want to talk to someone about something that is not related to the topic. That's fine, but it's not the place to do it. When entering a weekly discussion, please remember that you are in a classroom, not a chat room. POLICIES AND INFORMATION FROM TEMPLEFrom the Administration: Temple University's motto is Perseverance Conquerors, and we will fulfill the challenges of the COVID pandemic with flexibility and resilience. The university has made plans for various contingencies. Working together as a community to deliver a meaningful learning experience is a responsibility we all share: we are in this together so that we can be together. Attendance protocol and your HealthIf you feel unhealthy that you won't be penalized for your absence. We will act in good faith and work with mutual flexibility. Student Support ServicesThe following academic support services are available to support you: Student Success CenterUniversity LibrariesUndergraduate Research Support Caregiver CenterTuttleman Counseling ServicesDisability Resources and ServicesBasic NeedsIf you are experiencing food insecurity or financial struggles, Temple provides resources and support. Especially Temple University Cherry Pantry and the Temple University Emergency Students Assistance Program are in operation, as well as a variety of resources from the Office of Student Affairs.Students with DisabilitiesAny student who has a need for accommodation based on the impact of a disability should contact us privately to determine the specific book as soon as possible. Contact Disability Resources and Services at 215–204–1280 in 100 Ritter Appendix to Coordinate accommodation for students with documented disabilities. Please keep in mind that COVID-19 may result in a need for new or additional accommodation. Academic Freedom Disability to teach and freedom to learn are inseparable facets of academic freedom. The University has accepted a Policy on Student and Faculty of Academic Rights and Responsibilities (Policy #03.70.02) that can be obtained here. Survey Class SessionsI will record all optional Zoom sessions and make them available. Students with an approved accommodation from the Office of Disability Resources (DRS) must access those surveys, which will be placed in our Slack in the 19th #Zoom. Any recordings allowed in this class can only be used for the student's personal educational use. Students may not copy, publish or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic programme without the express consent of the faculty member and of any students being recorded. Distribution without consent can be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.Expectations for Class ConductAll opinions and experiences, no matter how different or controversial they may be perceived, should be respected in the tolerant spirit of academic discourse. Treat your classmates and instructor regarding all communications, class activities and meetings. You're encouraged to comment, question, or criticize an idea, but you shouldn't attack an individual. Please consider that sarcasm, humor and snake can be misconstrued into online interactions and generate unintended disruptions. Profanity should be avoided as if using all capital letters when composing responses in discussion wires, which can be sent as screams online. Remember to be careful with your own and others' privacy. Generally speaking, your behavior mirrors how you want to be treated by others. Thank youWe gratefully acknowledges the support of Sean Michael Morris and Jesse Stommel of Digital Pedagogy Lab in shaping this class's approach. Approach.

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