



# Core Curriculum Supplement

**Academic Unit / Office** College of Education

**Catalog Year of Implementation** 2017-2018

**Course (Prefix / Number)** CUIN / 3302

**Course Title** Fostering Social Education through Service in the

Community

**Core Proposal Request**

Add to Core Curriculum

Revise course already in Core Curriculum

	<b>Current Core Categorization</b> (New additions: select N/A for this column)	<b>Proposed Categorization for Upcoming Core</b>
Foundational Component Area (required)	N/A (Not currently a Core course)	Language, Philosophy Culture (40)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Component Area Option ONLY.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

This course provides an opportunity to experience, understand and learn from the surrounding community in ways that highlight both the positives and negatives of society. By exploring issues of equity, diversity, learning, and social justices in the community, outside of a classroom, students gain a greater understanding of who they are and where they sit in the context of society.

**Core Objectives**

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

**Critical Thinking:** Students will write short reflections that will require them to analyze their experiences in the community in the same format used later in the program. This format follows: What, So What, Now What. Some sample questions for these reflections are the following:

From your own experience what are the most important qualities for a teacher to have and why those qualities?

What is the impact of community transportation? Who does it benefit? Who is excluded from its use? (keep in mind the communities it runs through).

**Communication Skills:** Students will develop effective communication skills through their writing assignments, class discussion, and presentations.

Examples of this will come through the following:

Being able to completely explain their thought process in the reflective assignments using the, What (description – clearly stated), So What (analysis – clearly stated), Now What (implications for future – clearly stated).

While participating in class discussion on sensitive topics students show the ability to make clear statements that are supported by the readings given.

Students will be able to stand before the class and provide a presentation of their activist organization, again using the, What (description – clearly stated), So What (analysis – clearly stated), Now What (implications for future – clearly stated)

**Social Responsibility:** Students will be participating in community activities over the course of the semester. This can include such things as working at the food bank, participating in after school programs, working in Alabama Gardens, and other community environments. Following each of these activities student will write a paper discussing the impact of these organizations and experiences on the greater community.

**Personal Responsibility:** Students will be responsible for arranging some of the community activities as well as creating choices and consequences for the course.

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When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

## **Fostering Social Education through Service in Community University of Houston**

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General Teacher Education inquiries: teachered@uh.edu

### **Required Texts:**

Students will be responsible for purchasing .... Rethinking School. There will also be readings posted on blackboard.

### **Suggested Texts:**

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. (W. Au, Ed.) Milwaukee, WI: Rethinking Schools, Ltd. (Go to Rethinkingschools.org to purchase)

Rios, F., & Stanton, C. R. *Understanding multicultural education: Equity for all students*. Blue Ridge Summit, PA: R&L Education. (Can be purchased at Campus bookstore)

Teaching Tolerance: <http://www.tolerance.org/>

### **Overview of the Course (Philosophy)**

This course examines critical and controversial issues in contemporary education. Through excursions, readings, discussion, and projects, course participants will determine what these and other issues mean for students—both locally and globally.

### **Objectives of the Course**

This course will allow students to develop awareness of the following themes, and the role they play in teachers' and students' perceptions, understandings, and behaviors in societal contexts.

The overarching foci of this course will be:

- community
- social Justice / equity / multicultural
- Alternative Education

## Components of the Course

This course includes a combination of field experiences, individual reflections, and online discussions. The following five components are vital to successful completion of this course, and they figure into assessments and grades:

- Professional Attributes

This course serves as a transition into the professional world. As such, students within the course will be held to a high level of expectation regarding professional behavior. You will demonstrate professionalism through preparedness, attendance, punctuality, completing all assignments, meeting deadlines for submissions, and communicating actively with other students and the instructor. Please see the complete listing of Professional Attributes for Teacher Education candidates. It is your professional responsibility to meaningfully participate in the course. *After two absences, you can expect your professional attributes grade to be affected negatively. Attendance and participation are absolutely vital in classes like this one.*

- Community Investigations

Students will be responsible for going into the community to investigate multiple themes during the semester. Some experiences will be whole class, others will be group and one will be individual. **In all community investigations, students will demonstrate critical thinking skills through analysis of experience. Through these assignments student will demonstrate and understanding of social responsibility.** The guidelines and rubric for these experiences will be posted on Blackboard.

- Final Project

Students will be responsible for investigating (researching) an activist organization associated with education. Combining a written synthesis and a created product student will present the organization/association/issue to the class. **The final project will require students to demonstrate personal responsibility and communication skills through arranging all appointments with the organization and present evidence of this as well.** The guidelines and rubric for these experiences will be posted on Blackboard.

- Participation in online Discussions/ Attendance

Students will be responsible for leading and actively participating in online class discussions using the readings and experiences in the community. Many of these discussions will center on issues facing students, community and society. **Through our online discussions students must be able to demonstrate clear and articulate communication skills.** These discussions may come from various sources, including newspapers, films, professional journals, academic texts, popular media, and other resources. Format and requirements for these discussions will be posted on blackboard. *Your final grade will be greatly affected by your participation and attendance.*

## ASSESSMENT CRITERIA

### Assessments and Grades

There are no exams or quizzes in this course. This course is project-based and will require a significant commitment of your time. Since this is a constructivist classroom, students are responsible for constructing their own learning with facilitation from the instructor. As such, the focus is not on 'right or wrong' answers, but rather, the focus is on developing an appreciation of student-centered learning and diverse educational issues. All projects are graded holistically through the use of a rubric.

This class is a graded course. Grade distribution is calculated from the total accumulated points of learning products and participation and is based on the following 500-point scale.

<i>Numerical Grade</i>	<i>Letter Grade</i>	<i>Course Point Equivalent</i>
95-100	A	470-500
90-94	A -	450-469
87-89	B +	435-449
84-86	B	420-434
80-83	B -	400-419
77-79	C +	385-399
74-76	C	370-384
70-73	C -	350-369
65-69	D	320-349
60-64	D-	300-319
Below	F	299 and Below

**Minimum Effort**

Meeting the absolute minimum requirements for this course is not indicative of A-level work, but rather of C-level work.

**Incompletes**

I call your attention to the official undergraduate policy on the temporary grade of "I":

"The temporary grade of I (incomplete) is a conditional and temporary grade given when students (a) are currently passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor, but for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

**Below C Policy**

Candidates must earn a grade of C or better in all education courses in order to advance to the next program phase.

**Teacher Education Writing Policy**

The University of Houston College of Education Teacher Education Program has adopted the use of professional attributes, which reflect the high expectations for teacher candidates. Written communication of standard English is one of those professional attributes. Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products—including, but not limited to, papers, lesson plans, and email messages—should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that course instructors will evaluate all assignments based on these writing skills, in addition to any other expectations of a particular assignment.

<b>Assignment Summary</b>	<b>Possible Points Available</b>	<b>Actual Points Received</b>
• Final Project (including Presentation)	100	
• Community Investigations (worth 50 pts each)	300	
• Online Discussions (worth 25 pts each)	75	
• Professional attributes and attendance (semester long)	25	
<b>TOTAL POINTS AVAILABLE</b>	<b>500</b>	

**American with Disabilities Act (ADA) Statement**

When possible, and in accordance with 504/ADA guidelines, I will attempt to provide reasonable academic accommodations to students who request and require them. Do not hesitate to talk to me. If you have further questions, please call 713.743.5400.

**Academic Honesty Statement**

The University of Houston defines academic dishonesty as “Employing a method or technique of engaging in conduct in an academic endeavor that the students knows or should know is not permitted by the university or a course instructor to fulfill academic requirements.” Penalties include failure of the entire assignment (0 points) and referral to the department chair for

consideration of additional action. Please read pages 8-11 of the *University of Houston Student Handbook* for further information.

### Social Education | Fall 2015

Week	In-Class	Assignment
Week One UH campus	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• “Who am I?” Activity</li> <li>• Define/Discuss: <b>Social Education</b></li> <li>• Review Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Bring copy of syllabus</li> <li>• Sign-up for locations</li> </ul>
Week Two	<ul style="list-style-type: none"> <li>• Theme One - communities</li> <li>• Light Rail</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Week Three	<ul style="list-style-type: none"> <li>• Online Discussion – Community and education</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Teaching Community, Teach 3 (Talking Race and Racism)</i> by bell hooks (in required readings)</li> </ul>
Week Four	<ul style="list-style-type: none"> <li>• Theme Two – Community Agency</li> <li>• Meet at location in groups</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Week Five	<ul style="list-style-type: none"> <li>• Meet at a school to look at Equity</li> <li>• ? Gregory Lincoln</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Pedagogy of the Oppressed</i>, Ch. 2 by Paulo Freire (in required readings)</li> </ul>
Week Six	<ul style="list-style-type: none"> <li>• Theme Three - equity</li> <li>• Third Ward</li> </ul>	<ul style="list-style-type: none"> <li>• Read “This is What Poverty Looks Like” by Dawn Meehan</li> </ul>
Week Seven	<ul style="list-style-type: none"> <li>• Meet at a campus for class</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-up for presentations</li> </ul>

	<ul style="list-style-type: none"> <li>● Unpack class so far</li> <li>● Discuss final project progress</li> </ul>	
Week Eight	<ul style="list-style-type: none"> <li>● Theme Four- Religion</li> <li>● Visit Mosque</li> </ul>	<ul style="list-style-type: none"> <li>● Reading tied to religion and education</li> </ul>
<b>Week</b>	<ul style="list-style-type: none"> <li>● <b>In-Class</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Assignment</b></li> </ul>
Week Nine	<ul style="list-style-type: none"> <li>● Online Discussion</li> <li>● <b>Alternative Education</b></li> </ul>	<ul style="list-style-type: none"> <li>● Reading ?</li> </ul>
Week Ten	<ul style="list-style-type: none"> <li>● Theme Five - Art</li> <li>● Visit Museum in groups</li> </ul>	<ul style="list-style-type: none"> <li>● Options</li> </ul>
Week Eleven	<ul style="list-style-type: none"> <li>● Panel Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Reading – TBD</li> </ul>
Week Twelve	<ul style="list-style-type: none"> <li>● Personal Community Investigation</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
Week Thirteen	<ul style="list-style-type: none"> <li>● Meet at a campus</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
Week Fourteen	<ul style="list-style-type: none"> <li>● Thanksgiving (no class)</li> </ul>	
Week Fifteen	<ul style="list-style-type: none"> <li>● Presentation of project</li> <li>● Wrap up discussion of <b>course</b></li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Submit Project – prior to class on day giving presentation</li> </ul>
Finals	<ul style="list-style-type: none"> <li>● Individual meetings upon student request</li> </ul>	<ul style="list-style-type: none"> <li>● All assignments due to blackboard by 11:59 pm ?</li> </ul>



